DOCUMENT RESUME

ED 079 516 VT 020 686

AUTHOR	Talbot, Walter D.; And Others
TITLE	Utah Model for Career Guidance K-12.
INSTITUTION	Utah State Board of Education, Salt Lake City. Div. of Special Services.
PUB DATE	Sep 72
NOTE	149p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; *Career Education; Career Planning; Decision Making Skills; Educational Resources; Elementary Grades; *Models; *Occupational Guidance; Pilot Projects; *Program Development; Program Evaluation; Resource Guides; Secondary Grades; Self Concept; *Vocational Development
IDENTIFIERS	Career Awareness; Career Exploration; *Utah

ABSTRACT

A task force consisting of elementary and secondary educators and state board personnel has prepared a model to be used by pilot districts in the development and implementation of a comprehensive, articulated program of career guidance for Grades K-12. Designed as an integral part of the career education model for Utah, the career guidance model presents concepts and developmental objectives at sequential levels of learning (awareness, exploration, and adaption) for three major components: (1) Work and Leisure, (2) Self and Others, and (3) Planning and Placement. Through decision-making, these components are internalized by the individual, resulting in the formation of the emerging self and career identity. This publication constains a description and rationale for the model along with: (1) suggestions for presenting the model to school personnel through workshops, (2) a delineation of the 17 career development concepts and developmental objectives for the 17 concepts, (3) an example of concept expansion for Grades K-3, 4-6, 7-9, and 10-12, (4) instructions for writing behavioral objectives, and (5) suggestions for evaluating the program. Also included is a resource section which lists references for each of the 17 career development concepts, sources of occupational information and materials, and suggested equipment and furnishings. (SB)

FILMED FROM BEST AVAILABLE COPY

ED 079516

UTAH MODEL FOR CAREER GUIDANCE K-12

Utah State Board of Education
1972

UT 020 686

ED 079516

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

UTAH MODEL FOR CAREER GUIDANCE K-12

Office of Utah State Board of Education

Walter D. Talbot
State Superintendent of Public Instruction
Lerue Winget
Deputy Superintendent for Instruction

Division of Special Services
Vere A. McHenry, Administrator
Elwood Pace, Coordinator, Special Services
H. Reese Anderson, Coordinator, Pupil Personnel Services
R. Russell Whitaker, Specialist in Career Guidance
Michael R. Bertoch, Project Assistant Director

Salt Lake City, Utah
September 1972

UTAH STATE BOARD OF EDUCATION
1400 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Mrs. Helen B. Ure, Chairman
3105 Imperial Street
Salt Lake City, Utah 84106

John L. Owen, Vice-Chairman
1100 South Second West
Wellsville, Utah 84339

Arthur H. Lee
Bicknell, Utah 84715

Sheldon S. Allred
219 North Carbon Avenue
Price, Utah 84501

Ray S. Whiting
265 East 300 North
Mapleton, Utah 84663

Mrs. Erna S. Ericksen
1455 Military Way
Salt Lake City, Utah 84103

N. Russell Tanner
1744 - 24th Street
Ogden, Utah 84401

Mrs. Esther R. Landa
5006 South 1034 East
Salt Lake City, Utah 84117

Karl 1. Truman
Minersville, Utah 84752

Walter D. Talbot, Executive Officer
Salt Lake City, Utah

LaPreal Wight, Secretary
Salt Lake City, Utah

FOREWORD

During recent months, a growing cry has developed to place emphasis in our public schools on career education. In response to this development, a national conference was held to provide assistance to the state departments of education for the development of state guides.

From all phases of the public education system, a task force was organized to develop from existing materials a framework which local school personnel could utilize in developing their own career guidance programs. The following publication is the K-12 model for the State of Utah.

The intent of this model is to present concepts and developmental objectives concerning three main components of the State Model for Career Guidance: 1.) Work and Leisure, 2.) Self and Others, and 3.) Planning and Placement. The individual's interaction with these components via decision-making forms the emerging self and a career identity. Examples of behavioral objectives and learning activities related to the developmental objectives are also included.

This model represents a comprehensive, valuable effort in bringing clarity and integration into the career guidance facet of career education.

It is my earnest recommendation that districts develop their career education programs using these guidelines.

Walter D. Talbot
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

We wish to express acknowledgement to the following individuals for their dedicated efforts in the production of this model:

H. Reese Anderson, State Coordinator, Pupil Personnel Services

R. Russell Whitaker, State Specialist, Career Guidance

Gordon Beckstrom, Coordinator, COPE Program, Granite High School

Michael R. Bertoch, Consultant (Head, Psychology Department, Utah State University)

Frank Blair, Vocational Education Director, Ogden School District

Lila Lee Christensen, World of Work, Elementary Teacher

Norman DeVries, Counselor, ACE Program, Weber School District

Kolene Granger, SCOPE Program and State Consultant

R. Lynn Jensen, State Specialist in Career Guidance, Vocational Education

Darrell Josie, State Specialist, General Education

Richard Lambert, Administrative Intern, Brigham Young University

Genevieve Larson. Counselor, Spanish Fork High School

Judy Lillie, Secretary

Barbara Southwick, Elementary Counselor, Box Elder School District

Leland Stenquist, World of Work, Elementary Program

Valeris Webb, Pupil Personnel Coordinator, Jordan School District

Rick Weber, Behavioral Manager, Logan Junior High School

TENTATIVE INDEX

Foreword iii

Acknowledgements iv

Introduction vii

Rationale. 1

The State Model 15

Example of Content Expansion 47

Writing Behavioral Objectives. 51

Evaluation Ideas 55

Resource Section 69

INTRODUCTION

Background

The Utah Model for Career Guidance K-12 is the result of work accomplished by a number of educators during the spring and summer months of 1972. As schools and districts struggled to develop individual career guidance programs, it became quite evident that leadership had to be provided to develop a model and matrix for the complete process of career development. Separate efforts to develop K-6 World of Work curriculum, junior high curriculum, and senior high guidance urgently needed an overall scope and sequence model for career development.

The Department of Public Instruction, through leadership from the Special Services Division, the Vocational Division, and the General Education Division, established a task force to develop a K-12 model for integrating career guidance into the local curriculum. Task force members were selected because of their interest and competence as demonstrated in career project development in various settings.

The task force consisted of elementary school teachers; a vocational education director; a pupil personnel director; elementary, junior high, and high school counselors; curriculum consultant writers; a counselor-educator; and state board personnel representing special services, general education, and vocational education. The task force met initially for four days during the last week of May 1972. During this week, participants developed and agreed upon a career guidance model and constructed career concepts essential to the emerging self and career identity of students. A framework of developmental obejctives related to each of the concepts was next prepared.

These tentative materials were presented to over 200 counselors attending the annual Vocational Education Conference during June of 1972. Valuable input for the model was provided by the counselors during the conference.

The task force met again during the last week of June and completed the writing of developmental objectives. A glossary of terms peculiar to the Utah Model for Career Guidance were defined. During the week, task force members also developed a tentative Career Education Model which illustrates the guidance-counseling function in the educational process.

During late July, five members of the task force, Russell Whitaker, Michael Bertoch, Lynn Jensen, Kolene Granger, and Rick Weber, refined and edited the materials produced by the task force. Introductory materials; resource and bibliography materials; examples of concept expansion to developmental objectives, behavioral objectives, and learning activities; general articles on career education, and a section on evaluation were developed for the model at this time.

After presentation to appropriate State School Board personnel for approval and/or revision, the model is now ready for use by pilot districts to implement K-12 career guidance programs.

The participants which are cited in the front of this model worked tiredlessly for two weeks to develop this model. During the months following the initial workshops, several smaller groups met to refine and expand on the initial work. It was only through this dedicated effort that this model has been prepared for pilot testing in the relatively short period since its inception.

This model should now be validated and tested for usefullness and comprehensiveness by selected pilot districts.

Purpose of the Model

The primary purpose of the Utah Model for Career Guidance K-12 is to serve as a tool for assisting Utah local districts in the development of a comprehensive articulated program of career guidance. The model should help the district to systematize the career development experiences for all students and to insure that all teachers are involved in their particular role in this process. If educators at all levels will give adequate attention to career development, students will formulate and make career decisions and plans based upon well founded knowledge in the areas of self and others, work and leisure, and planning and entry into the work world.

This model is to be viewed as simply that, a model or guiding tool for local district staff. The model will be introduced in pilot district workshops. The purpose of the workshops will be to introduce and to help local districts design their own specific programs within the scope of the State Model.

Each district must design their own individual school program for several reasons. First of all, it is recognized through past experience that without local involvement there is no local commitment. Second, a model developed for a large urban school district may not be designed around the basic needs of a given rural Utah school district. This is not to say we cannot use portions of guides developed by others, but it must be refined, expanded and molded around the local district needs. Third, by having local staff develop their own program guide in workshop style, a very extensive inservice program is provided. The result of this effort, in addition to the initial model development, will be to have trained well-versed, committed and eager task force members who will be instrumental in pilot program implementation.

It is the feeling of the Department of Public Instruction as well as the professional guidance associations (American Personnel and Guidance Association, and the Guidance Division of the American Vocational Association) that major responsibility for developing, implementing and

coordinating career guidance programs rests with the school counselor. Together with the building principals and local vocational coordinators (LVEC), counselors are in the position of understanding the components of career development as well as in the position of assessing student, school, home, and community needs and resources. The school counselor, therefore, with the assistance of the LVEC and administrators, must assume the catalyst role and provide the stimulation for local school staff and appropriate community persons to develop their own program (guide) for action.

Pilot District Personnel

To implement career guidance K-12 into a pilot district, it is imperative that key individuals be involved in the workshop to insure general acceptance, smooth implementation, and adequate supervision and evaluation. With this in mind, the following criteria might be considered in choosing a workshop staff:

A. Workshop Leader. Hopefully each district can identify a counselor who can assume responsibility for overall workshop leadership; if not, a vocational coordinator or interested teacher may emerge as a leader. Close liason with the state school office should be maintained in the planning and conducting of the district workshop. The division of Special Services should be contacted by districts interested in developing their own K-12 career guidance program.

B. Small Task Force Leaders. In order to manage the staff resources available for the workshop and for methods of breaking up the work responsibilities, small groups should be formed. These groups could be structured around grade clusters (K-3, 4-6, 7-9, 10-12) or by subject areas. Here again a counselor or well-organized teacher in a group setting could handle this task. The workshop leader and the small task force leaders then would form a workshop steering committee to insure coordination.

C. Teachers. With the philosophy that career development should be integrated into the total local school curriculum, it is apparent that the teacher is a key person. In the process of identifying teachers one should look for possible change agents who might be receptive to integrating career development into their classroom. Teachers from all grade levels with backgrounds and strengths in the various disciplines will be necessary.

D. Administrators. It will be vital for the successful implementation of the model developed to have key decision makers in on the ground floor. For this reason administrators from central offices and building principals at all school levels should be involved on at least half-time basis.

E. Students. One resource that might be overlooked is the consumer of the career model product. It has been demonstrated in past workshops

that students can serve well as full-time workshop staff members or periodic reactors to content.

F. Community. There is a need to have the advice of those persons in the community work settings which students are preparing to enter. In an advisory capacity, key community resource persons cannot only add to model content but aid in the staff orientation. Hopefully, many of the activities identified in the local model will take place in the community. For this reason we need a core of support from the community for successful program implementation.

Thus organized, such a group with the aid of state personnel has the resources to plan local implementation of the State Model for Career Guidance. Once revisions are made according to pilot district findings, the guide will be ready for implementation on a state-wide basis.

RATIONALE

The following articles were selected to help provide rationale for a K-12 Guide for Career Guidance. They typify and describe the viewpoint which Utah advocates, and will serve as excellent background for anyone using the Utah Model for Career Guidance K-12. The first article is reprinted from Career Guidance, A California Model for Career Development K-Adult, prepared by a task force under the direction of the Bureau of Pupil Personnel Services, William H. McCreary, Chief. This is followed by the Position Paper on Career Education which has been approved by the Utah State Board of Education. Marland on Career Education answers a number of questions with regard to the total concept of Career Education. For other excellent rationale statements refer to the manual titled, "Career Development, Guidance, Counseling and Placement," developed by Norman C. Gysbers for the National Training Conference held in St. Louis, Missouri.

Career Guidance, A California Model for Career Development K-Adult

The traditional view of work is changing. The work ethic, which emphasized pride in workmanship and individual accomplishment, and was so influential in earlier years, is now being challenged by a highly developed technology. Small family businesses are being replaced by chain operations. From local haberdasher to family grocery, the community businessman is pressed from all sides by modern merchandising and management methods. The urbanization of our population and the unsettling effects of a nation on the move have tended to undermine the stability of our traditional beliefs. Felix Rovv states, "When the steady decline in numbers of unskilled jobs is added to the manpower picture as well as automation and the rising entry requirements for professional and technical jobs, the tasks of guidance multiply."[1] We have before us a multitude of problems that have never been experienced before, and which serve to provide a guidance challenge for the 70's.

One of the problems that face people today is the reduced opportunity to find an identity in an occupation. They do not have an opportunity, in many cases, to see the finished products that result from their work. This is due in part to mass production and the pooling of the efforts of many workers. "The completed product is often far from any one worker. All he sees is his one element of the total, his single function in the flow of work contributions that lead to a complex whole."[2] Guidance personnel need to recognize that today, unlike in the past, a sense of worth and self esteem may not be derived solely from work in our industrialized society.

---

[1]Felix C. Robb, "Career Guidance for the 1970's," Proceedings of the National Conference on Guidance, Counseling, and Placement in Career Development and Education Decision-Making, University of Missouri, 1970, p. 10.

[2]C. Gilbert Wrenn, "Human Values and Work in American Life," Man in a World at Work, Boston: Houghton Mifflin Company, 1964, pp. 27-28.

Robert J. Havighurst writes, "The demands of certain jobs on the time, energy, and personal commitment of the individual have decreased.... these changes release some people from grinding toil and give them lesiure and energy to do interesting things in their free time. These changes also reduce the amount of personal investment in their work."[3]

Other problems are reflected in rapidly changing technology, a highly mobile population, and externally imposed environmental conditions for which individuals must be prepared. Harold Goldstein warns, "No matter how carefully individual workers choose a field of work at the outset, it will be necessary for some workers to change occupations in midstream....a worker has to be flexible in adaptation, ready to learn new techniques, willing to move where the jobs are."[4]

We have not identified all of the problems that students will face, but we have illustrated that a new set of problems, unknown previously, will make the task for guidance personnel more complex and certainly more essential. The problems created by a changing technology, the creation of new jobs, the elimination of old ones, and a highly mobile population are solvable but must be recognized. It is imperative that guidance personnel help youth from an early age to develop the capacity to make and execute decisions which have long lasting effects upon their lives. "The conclusion has to be accepted that today's children face the development of their educational and occupational futures with the need for a degree of adaptability far exceeding that of our country's yesterdays."[5]

Career development is person centered. It is developmental and continuous and has no terminating points. Career development is viewed as a series of experiences, decisions, and interactions which, when taken cumulatively, assist in the formulation of a viable self concept and provide the means through which that self concept can be implemented both vocationally and avocationally. Martin Katz states, "Self concept has become a key construct in career development. Individual values have been treated as the major synthesizing force in self concept and the major dynamic force in decision-making."[6]

---

[3]Robert J. Havinghurst, "Youth in Exploration and Man Emergent," Man in a World at Work, Boston: Houghton Mifflin Company, 1964, p. 115.

[4]Harold Goldstein, "The Economic Setting for National Guidance," Occupational Outlook Quarterly, Washington D.C.: Bureau of Labor Statistics, September 1963, pp. 3-6.

[5]George E. Hill and Eleanore Braun Luckey, Guidance for Children in the Elementary School, New York: Meredith Corporation, 1969, p. 354.

[6]Martin Katz, "A Model of Guidance for Career Decision Making," The Vocational Guidance Quarterly, Easton, Pa: National Vocational Guidance Association, Volume 15, September 1966, p. 3.

The importance of career development is supported by Donald Super when he states:

> There is thus a good deal of evidence that individual differences in intelligence, special aptitudes, interests, and self-concepts exist prior to occupational training and experience and that they are not much affected by later experience in the occupation. It would seem that the characteristics in question were either inborn or the result of pre-occupational experience--of socialization in the family, in the school, or in the neighborhood. But it is difficult to conceive of some of these characteristics as innate: Interest in scientific work or the concept of oneself as a psychologist could hardly be inborn, although the capacity to develop such interest or such a self concept might be. It therefore seems likely that it is prior experience of a relevant type -- anticipatory socialization -- that develops the potential for the individual differences leading to the choice of given field of work.[7]

Career guidance, or those activities which enhance the career development of individuals, may be better understood if it is contrasted with traditional vocational guidance. Career guidance is for all students, not just for those who are "terminal". Career guidance activities must be continuous and sequential. The idea that it occurs only at one given point in time must be discarded. "An unfavorable attitude is the perception that career counseling is a one shot effort at vocational guidance."[8]

Another aspect of the traditional view of vocational guidance is that it consists entirely and only of giving students test scores and expecting him to make a declaration of an occupational preference. Too often, occupational information (generally outdated) is handed out as a placebo to inquiring students. "Vocational guidance methodology was and is predicated upon the outmoded assumption that information teaches."[9] It should also be noted that even traditional vocational guidance activities are not always found in the school and the guidance efforts that are found often tend to be college-entrance oriented. Super, in reviewing the traditional role of vocational guidance writes that guidance and pursuit of conventional and stable careers...."but such a conception

---

[7]Donald Super and Martin J. Bohn, Jr., Occupational Psychology, Wadsworth Publishing Co., 1970, p. 11.

[8]R. Wray Strowig, "Counselor Attitudes and Career Counseling," Proceedings, Career Development Workshop, Kansas State Department of Education, 1969, p. 74.

[9]Ruth Barry and Beverly Work, Epitaph for Vocational Guidance, Columbia University, 1961, p. 9.

of vocational guidance disregards the fact that nearly half of the students we see in high school will have unstable or multiple-trial careers."[10] This instability combined with the concerns previously mentioned demands a new approach to vocational guidance.

Career guidance, the new emphasis, contributes to the career development of the individual. We have used the term career guidance because the concept is multi-dimensional. Career guidance employs the techniques of individual and group counseling, the use of many kinds of media for the dissemination of occupational information, and most attempts to modify the existing curriculum to meet student needs. The career guidance specialist can and should take the lead in assisting teachers to develop curriculum-involved career development activities which provides students with the opportunity to find relevance and purpose in education. "Career development concepts such as how individual differences affect one's life, the importance of building personal values, and the benefits of exploration, can be woven into social studies, math, science, the language arts, or industrial arts and vocational education."[11]

Career guidance is developmental in nature, beginning in kindergarten and continuing throughout the individual's adult life. Career guidance assists students in career planning and decision making, enables them to examine life styles and personal satisfaction, and investigate education, work, and leisure alternatives, In short, career guidance provides motivation by bringing relevancy into education and by providing students with methods by which they may identify goals.

Young people today are facing complex industrial and societal conditions that call for their leaving school with well ordered educational and career plans. Efforts to help students complete these plans through instructional and counseling activities are lacking in some schools and inadequate in many others.

A well organized career guidance program requires an integrated, planned approach from K through adult education. This involves incorporating occupational and career information into the content of regular classes like English, social studies and science, at all levels. It involves the development of units or courses at junior and senior high school levels specifically designed to familiarize students with their own abilities, traits, interests, values, etc., and to relate these to

---

[10]Donald Super, "A Developmental Approach to Vocational Guidance; Recent Theory and Results," The Vocational Guidance Quarterly, Easton, Pa.: National Vocational Guidance Association, Volume 13, Autumn 1964, p. 3.

[11]John Odgers, "Career Guidance Through the Curriculum," Ohio Guidance News and Views, Ohio State Department of Education, Volume 20, No. 5, June 1970.

the educational, industrial, and societal options open to them. It involves group and individual counseling opprotunities where students will be helped to work through educational and career plans that are compatible with their resources. Students often find that there is not relationship between the course they are taking in school and the "real world". They are increasingly voicing discontent. This discontent is manifested in student uprisings and other forms of unrest. Helping them make realistic educational and career plans will give meaning to the school program they pursue.

Unfortunately, career guidance programs organized and integrated on a district or school-wide basis are hard to find. Reasons for this are numerous, but stem primarily from the fact that the need for career guidance has not been recognized and articulated. This document is an attempt to rectify that situation.

A maximum effort must be expended at every level of the academic structure to change the basic attitudes toward career guidance and then to implement effective career guidance activities in our schools. Only then will our young people receive relevant educational experiences that will enable them to pursue educational and career plans that are compatible with their intellectual, emotional, and personal resources.

Utah State Board of Education Position Paper on Career Education

"Career Education" is defined as a comprehensive, correlated educational system (including all facets of the present system) focused on individual career needs. Career Education begins in grade one or earlier and continues through the adult years. Career Education not only provides occupational information, career guidance and concept and skill development, but also helps students to develop attitudes about the personal, psychological, social, esthetic, and economic significance of life and the world in which the individual lives. Furthermore, it recognizes the fact that education transcends the school curriculum and that the entire community is a resource for career development. In this context, Career Education is not separate and apart from total life education, but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become familiar with the values of a work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful, and satisfying.

Career Education is a concept rather than a program; however, in order to carry out the Board's position, the following programs will be implemented:

1. The kindergarten through sixth grade program will be revised to include career awareness dealing with the development of proper attitudes, appreciations, and understandings in the World of Work.

2. The junior high or middle school program will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students should have opprotunity for in-depth exploration of different job families and to acquire information about themselves, their interests, and talents and how these can be transferred into career opportunities.

3. The senior high program will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record. Within his senior high experience, a student should be able to devote a minimum of one-fourth of his time to study in a chosen area of concentration. The offerings of the school should be broad enough to provide learning in a wide range of occupational fields with support of inter-relating classes. The school should provide optimum opportunities for students to engage in work experience activities.

4. At high school graduation or at the time a person leaves school, each student will be successfully placed at his next step. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at the school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.

5. Programs of study at adult and post-secondary levels will be tailormade to each student's interests and needs. Course content of subject matter related to his career choice will allow for varied career applications or will provide retraining for specific job needs.

It is the position of the State Board that Career Education will be a major thrust of the total public education system from the kindergarten through secondary, post-secondary, and adult levels. The State Educational Agency will provide the leadership necessary for development and implementation of the Career Education concept.

Marland on Career Education[12]

Since he became U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., has spoken out vigorously for a new emphasis in education--an emphasis on what he calls "career education". Along with the wide interest aroused by the term--and more particularly the whole concept it labels--came a broadside of questions seeking a clearer definition of career education and a more elaborate discussion of its implications. In the following paragraphs Commissioner Marland responds to some of the questions most frequently asked, as selected and posed to him by the editors of American Education.

---

[12]Goodman, Leroy V. (ed.) "Marland on Career Education," American Education, 1971, 7,9, pp. 25-28.

QUESTION: Commissioner Marland, on several occasions recently you have talked of "career education." What is the difference between career education and vocational education?

ANSWER: Speaking just in terms of the schools, career education--as I see it--would embrace vocational education but would go a good deal further. I suppose all of us are familiar with the situation of a young person finishing high school or even college with no idea of what kind of work he would like to follow. This is a depressing proposition for the student and in my view a failure on the part of the schools. So what I would hope for is a new orientation of education--starting with the earliest grades and continuing through high school--that would expose the student to the range of career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition. In many cases, his training would certainly involve the "manipulative" skills commonly associated with vocational education. It would be strongly and relevantly undergirded by education in the traditional academic subjects.

In any event, what the term "career education" means to me is basically a point of view, a concept--a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school.

QUESTION: In the beginning of your response to the previous question why did you say you were speaking "just in terms of the schools"?

ANSWER: We often think of "education" and "schools" as being almost synonymous, but of course much of education takes place elsewhere. I suppose that is particularly true of career education, in the form of on-the-job training. But I made the distinction primarily because we are exploring the possibilities not only of a "school-based" model of career education, but of three other models as well.

One will be based in the home and will involve extensive use of TV instruction and possibly tutoring. A second model will be employer-based, with a consortium of public and private employers taking responsibility for a good portion of the student's training. And a third will be based in special residential facilities where students--presumably in their teens and older--will live while engaged in intensive career development, with corresponding academic learning.

QUESTION: Does career education mean learning specific job skills?

ANSWER: To one degree or another, yes. Yes particularly for students who plan to take a job immediately upon graduating from high school.

Students who plan to continue their training at an area technical school, a community college, or at a university would also be given work experiences of probably a more general nature. You cannot really learn about a job by reading a book, of course. I believe we should provide realistic work experiences for all young people. However, by career education, I would have considerably more in mind than the teaching of specific skills. I think the student should learn about the wide range of job possibilities, he should learn what is involved in getting and holding a job, he should have guidance and counseling toward matching his interests and abilities with a potential career, and he should be guaranteed help in finding a job whenever he decides he is ready to enter the working world.

QUESTION: How will career education be structured or organized?

ANSWER: That, it seems to me, must be left to the decision of local school boards, teachers, students, the business community, labor and others directly involved. Much will depend upon State and local administrative leadership. We have some ideas, or course, but this is a basic, far-reaching concept that demands the best thinking of everyone. The Office of Education is funding the experimental models I previously mentioned, and members of the staff will continue to participate in the search for effective approaches. But we will certainly not attempt to dictate what the overall approach should be. Our reason for establishing the demonstration model is to test this substantial concept and to see whether it captures the enthusiasm of other communities. It will not work unless local educators believe in it.

QUESTION: Accepting that reservation, how might career education work out in a given school system?

ANSWER: Responding just for the purposes of illustration, I would say that there would probably be two basic aspects to the approach in a given school district. The first would have to do with the curriculum, and it would begin with the proposition that experts have identified some 20,000 different kinds of jobs. Obviously, that is far too great a number for any individual to comprehend. However, those jobs can be grouped within general clusters. Some examples from one suggested arrangement are Business and Office Occupations, Marketing and Distribution Occupations, Communication and Media Occupations, Manufacturing Occupations, and Fine Arts and Humanities Occupations.

During the first six years of his schooling the youngster would be made familiar with these various cluster of occupations and what is involved in entering them. In grades seven and eight he would concentrate on learning more about those particular job clusters that interest him most. In grades nine and ten he would select a job cluster to explore in some depth, an experience that would include visiting places where this kind of work is going on, trying his own hand at certain basic skills, and in general getting practical experience in what that line of work involves. In grades eleven and twelve he would pursue his selected job area even more intensely, in terms of one of three options: acquiring skills that would enable him to take a job immediately upon leaving high

school: taking a combination of academic and on-the-job courses in preparation for entering a post-secondary institution that would train him as a technician, for instrance; or electing a somewhat similar combination of courses in preparation for a professional degree from a four year college and beyond.

That is the curriculum aspect of the career education concept. Hand in glove with it would go a refocusing of classes in the basic subject areas--math, science, language arts, and social studies--in such a way that these classes were presented in terms of the student's career interests. One of the major benefits of this kind of refocusing would be that school would immediately become more relevant. The student would bear directly and specifically on his planned career. We feel this has particular usefulness in motivating the student who is now less than successful in school.

Let me add a third basic component of the career strategy: teacher education. Perhaps we will come to this later, but we see a need for a very large effort in helping teachers at all levels increase their capacities to relate their teaching to the career theme.

QUESTION: Wouldn't so much emphasis on jobs and work tend to lower the intellectual quality of education?

ANSWER: On the contrary, I would expect it to heighten the intellectual quality of education, because school work would become more meaningful and stimulating resulting in higher motivation. As every teacher is painfully aware, getting student motivated is a very perplexing proposition. If you had to pick out the single most difficult aspect of teaching, inspiring students to want to learn is probably the hardest. The traditional content of a course in history or mathematics simply has no clearly recognizable bearing on the life of at least half the students and probably more than that. Under the career education concept, such courses would be couched in terms and objectives that the child could clearly see and feel as being of personal importance to him. The gifted youngster can equally benefit from courses with that kind of built-in motivation. None of us really learns in a vacuum. We learn for a purpose. The more effective the schools are in capitalizing on his interest, the more he will want to learn. Research has increasingly suggested this proposition, giving heavy emphasis to the need for the learner to believe that he has some control over his own destiny.

QUESTION: You seem to be talking about some really far-reaching changes in the curriculum, requiring new kinds of materials and approaches. Where will these new approaches and materials come from?

ANSWER: I do not know, in the sense that I would certainly set no restriction. Many would come from the schools themselves, I would suppose, and from industry, from labor, universities, State departments of education, professional education associations, and so on. Not

excluding the U.S. Office of Education. As for the necessary materials, many of these are already available. Examples are course materials in "The World of Construction" and "The World of Manufacturing" developed under a USOE grant to Ohio State University. Others have been developed for use at the elementary school level in Georgia, Texas, and New Jersey. In addition, many effective materials have long been available for such occupational areas as electronics and stenography. Other departments of government, particularly the Department of Defense, have some request materials on skill training.

As for approaches, I can see the possibility of organizing task forces composed of experienced people to study the various job clusters and develop a core curriculum for each, applicable at various grade levels and including appropriate materials and media. Other task forces would be needed for the language arts, mathematics, the sciences, and social studies--their job being to adjust these subject areas to the cluster curriculums.

Putting all these efforts together will be a very large task, but I have no doubt that it can be accomplished within a matter of three or four years if those concerned with the task believe deeply in the worth of the concept.

QUESTION: All that you have said suggests, as you implied earlier, that the schools are going to wind up with teachers who are just not trained to deal with the new curriculum.

ANSWER: Without question, inservice training will be needed, not just for teachers but for supervisors and counselors and others as well. Indeed this winter we will be conducting 16 seminars for State and local administrators throughout the country, as a first step in inservice education for the leadership. Moreover, during the first year after a system has switched to the career education concept, teachers will have a real job on their hands in reworking lesson plans and adjusting their teaching procedures. However, no one would expect teachers to become instant experts in say police work or computer technology or nursing or architecture. They will need to become familiar with the job cluster idea and the skills that are called for, but their basic jobs as teachers will remain in the subject areas for which they were trained. I would foresee that they would be supported in their work by many more counselors and paraprofessionals than has been customary. And on a less formal basis, they would turn to "outside" persons qualified in particular jobs. A teacher dealing with the Health Occupations cluster, for example, might very well be backed by a team that included physicians, nurses, and medical technicians, all systematically engaged in the new design for learning.

QUESTION: One gets the impression that career education will cost much more than the schools are currently spending--perhaps so much more that most of them could not afford to switch.

ANSWER: My own impression is that given the failures and disenchantment attributable to the general curriculum to which so many youngsters are subjected today, few of them could afford not to make the switch. But

as for specifics, the fact is that we do not know how much it would cost to convert to the career education concept--nationally or in a particular district, though the initial costs might be fairly substantial. That is one of the pieces of information we are seeking from the six school-based experimental models we are now funding. Some "extra" costs would come chiefly in the development stage--the costs of developing new curriculums and new materials and new approaches. These are one-time expenditures and of course would not be paid with special funds that in a couple of cases are now being provided by State legislatures and in six cases by USOE.

Very likely, basic operating costs will prove to be somewhat larger than those for the standard school today, but though I seriously doubt that any such difference would be prohibitive, we do not really know yet. In any case, we should not forget that as far as costs are concerned, the essential point is not whether particular sums of public money are being spent by the schools or by the State welfare department or by some other agency--the point is what the total comes to. From that perspective I would have every expectation that career education would result in substantial savings, by providing a sound alternative to welfare and unemployment roles and by giving people the capacity to make a larger contribution to our economy. In other words, simply more or less education money is not the real question. The real question is one of total national resources and how they are deployed to meet national needs.

One further thing: As I indicated earlier, the primary reason for the failure of the schools to serve many young people adequately (as represented by dropouts and youngsters graduated from high school prepared neither for a job nor for further education and the extra social costs that go with that failure) can be traced to what we call general education. If we could replace that curriculum with the kind of creative and productive schooling that enables youngsters to carve out careers for themselves we would save a good deal of money that to all intents and purposes is now simply going down the drain.

QUESTION: Do you believe it is realistic to expect the large degree of cooperation from business and industry and labor unions that the career education concept seems to call for?

ANSWER: Reactions I have received from a great many business executives and labor leaders make it clear that they are keenly interested in the career education idea. For one thing, they are deeply concerned about the whole subject of where our schools and the Nation at large are going. For another, they look to the schools for well trained employees. The interest is there--no doubt about it.

It is quite proper, of course, to question how far business and industry can afford to go in providing supervisory time and in making their equipment and facilities available to students. To some degree they are of course doing that already. This is not a new notion being thrust upon industry; we have had school-business partnerships for some time. The difference is that up until now relatively few students and relatively few industries have been involved, whereas with the career

education concept we are talking about the universe of students and, really, the entire business community.

Obviously, if business is to be expected to take on this extra load we will have to find some kinds of compensation that may not result in a profit but will at least prevent out-of-pocket losses. Perhaps that compensation could come in the form of tax incentives. Perhaps it might mean a new authority permitting school systems to contract with industry to conduct cooperative programs. My hope is that several options can be developed, so that a particular business might choose among a number of alternatives to find the arrangement that best fits its capacities--or for that matter have the freedom to suggest a format of its own.

In any case, I see considerable national interst in the career education approach. For very practical reasons as well as out of a general concern for our Nation's progress, business and industry and labor seem ready to lend a hand.

QUESTION: Is there any one particular group that you see as a target for career education, or is the proposition more in the order of "something for everybody"?

ANSWER: When I talk about career education I am not thinking of rich or poor, or blacks or whites or browns or the smart or the dull or those of differing national origins or regions. I am thinking about human beings who find that the current offerings of our schools are not meeting their needs. Now, this deficiency does not affect certain groups in our population as harshly as it affects others--ghetto youngsters, for example, or migrant children. Obviously such youngsters stand to benefit especially. But this hardly excludes the banker's son who has an above-average I.Q. and comes from a home that takes academic and social success for granted. That background does not automatically provide him with the ability to choose a satisfying career for himself, rather than being pushed into a job he really finds distasteful. Or attending a college because he is expected to, regardless of his own goals. For that matter, suppose that deep in his heart he would really prefer to work with his hands and his mind rather than in his father's bank--if only some sort of stigma were not attached to that decision. I maintain that career education is for him, too.

QUESTION: There would seem to be a likely possibility that a system focused on career education would funnel a good number of students away from the colleges and universities. Would that really be desirable?

ANSWER: Conceivably there could be some reduction in college and university enrollments, but I suspect not nearly as much as the question implies. Indeed, I think the number of people attending college at a slightly deferred age will increase. The important thing, I would hope, would not be in numbers but the quality--and by quality I am thinking of the attitudes of students and the reasons that bring them to the campus.

There seems little doubt that a good many students in college today have no bona fide purpose for being there. They are not really intent on jobs that require higher learning. They are there becuase they see nothing more promising off the campus and because a college degree has unfortunately become a status symbol.

Through career education such students would receive guidance and direction toward fields that truly interest them, and through such devices as work-study and apprenticeships they would gain the skills needed to enter satisfying lines of work.

Meanwhile the places of those thus drawn away from college campuses would be taken by talented children who because of nothing more than the accident of being born to poor parents have traditionally been counted out as college material.

But let us suppose that I am wrong in this prediction and that career education actually does have the effect of substantially decreasing college enrollments. Is this so very bad? The Department of Labor has calculated that right now, in 1971, and for the foreseeable future, 80 percent of the tasks required by our society can be performed by people with a high school diploma.

Now, I don't want to be misunderstood. I do not oppose college attendance. On the contrary, I have spent most of my life helping people get ready for college and serving on college faculties and as a member of university boards of trustees. So I am hardly one to disparage the high importance of higher education. But I do oppose a policy that says excellence resides only in a college degree. This sort of thing has led to a false value system among young people and too often it has pushed them into college when neither they nor the college had any need for each other.

QUESTION: It is almost a natural law that anything new encounters suspicion and hostility. What reaction do you expect the career education idea to get from the general public?

ANSWER: It might very well have tough sledding, especially at first. We will need delicate sensors to pick up at an early stage any misapprehensions or feelings of distruct. And then we will have to respond to such reactions by presenting the facts about the intent and potential of the career education idea. I would welcome this kind of give and take, for in the long run it is our citizens who must judge the merits of one approach to education as contrasted with another.

Changes in many conventional public attitudes will have to occur, and that's no easy matter. Too many mothers and fathers think vocational education is fine--but only for the neighbor's child. Their children are going to MIT and Vassar. What we have to do is set up alternative arrangements that provide every youngster with equally valued options. He could go on to higher education or he could train for a technical job at a community junior college or he could spin off from the system whenever

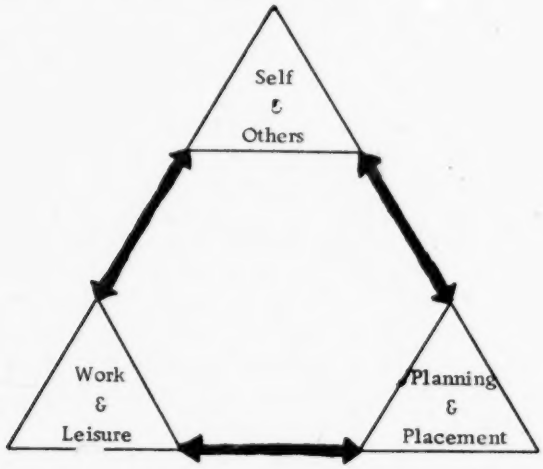
he was ready and equipped to hold a job. That kind of arrangement would of course have to be so flexible that youngsters could always change their minds and re-enter the system, not only as young people, but as mature adults.

The letters and comments I have received so far from educators and laymen have been so warmly favorable as to indicate that the career education idea may catch on. The educational leaders at State level have already expressed active support. Spokesmen for higher education have encouraged us. But the real test remains. I think most people feel it is high time to make the schools truly relevant and meaningful for every youngster, and that's what career education is all about.

DESCRIPTION OF MODEL AND ITS COMPONENTS

I. Career Guidance Components (See Figure I)

Each of the triangular components - self and others, work and leisure, planning and placement - of the large triangle interrelates with the other components as demonstrated by the arrows.

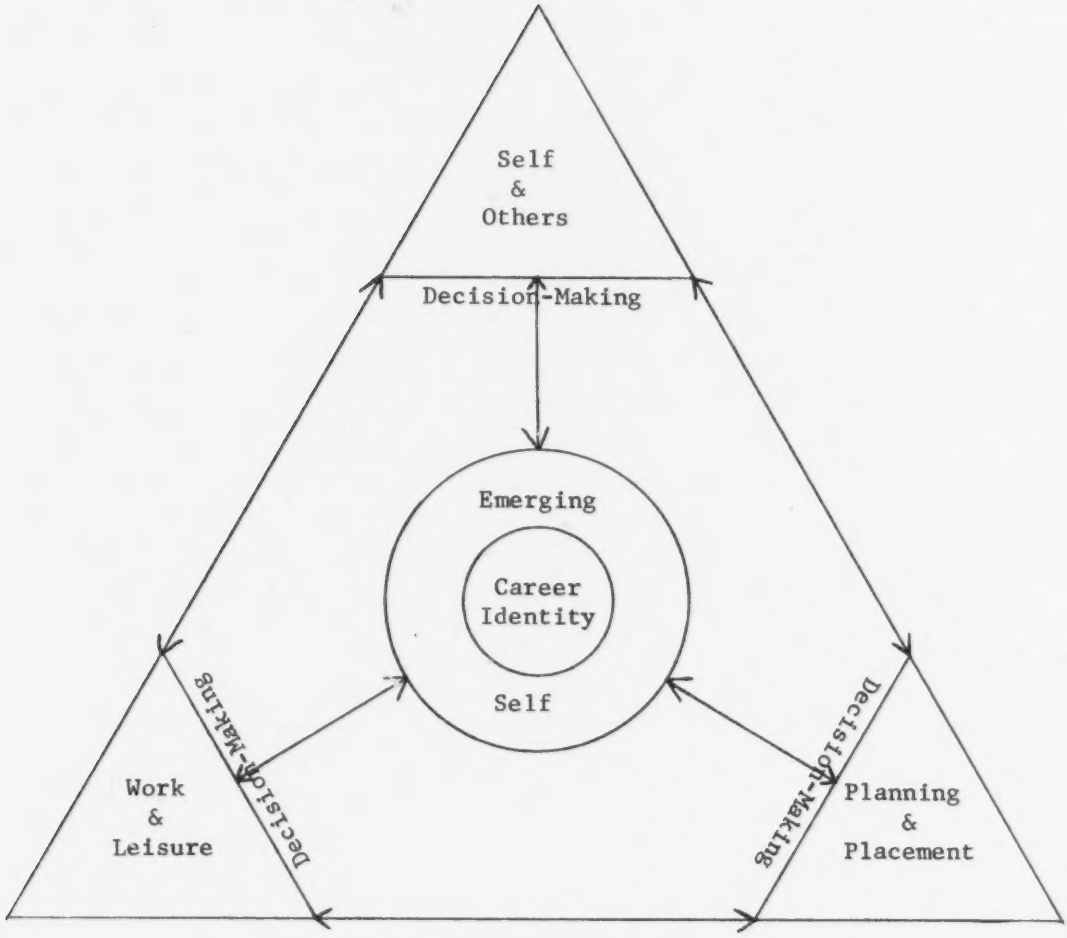


Through decision-making, these components are internalized, resulting in the formation of the emerging self and career identity - as represented by the two inner circles.

The large triangle with these component parts encompasses the Career Guidance contribution to the Career Education Model

FIGURE I

CAREER GUIDANCE MODEL



DEFINITIONS FOR FIGURE I - CAREER GUIDANCE MODEL

Career Guidance

A utilization of techniques--including individual, group counseling and a variety of media-- for the dissemination of occupational information and modifications of existing curriculum to meet the student's needs. Career Guidance assists the student in career planning and decision-making; enables the student to view life styles and personal satisfactions; and enables the student to investigate education, work and leisure alternatives.

Career Identity

Integration of perceptions of self with meaningful career choice.

Decision-Making

The utilization of value judgment about information in choosing alternative course of action and means for implementation.

Emerging Self

The entire makeup of an individual evolving from the internalization and implementation of realistic perceptions of self which emerge from interaction with the surrounding environment.

Planning and Placement

Planning is the process of decision-making for goal selection and goal-setting relative to school curriculum, school experiences, work, leisure, and self-development.

Placement is the use of community and school resources to insure an individual's entry into appropriate educational and/or work experiences from one developmental phase to the next.

Self and Others

The perception of one's self in relationship to his individual characteristics and the relationship he has with others within his intervening environment.

Work and Leisure

Work is required activity calling for the expenditure of an effort toward some definite achievement or outcome.

Leisure is freedom from required effort usually interpreted as time not spent on the activities of working and living. Reward is in doing rather than on the end product.

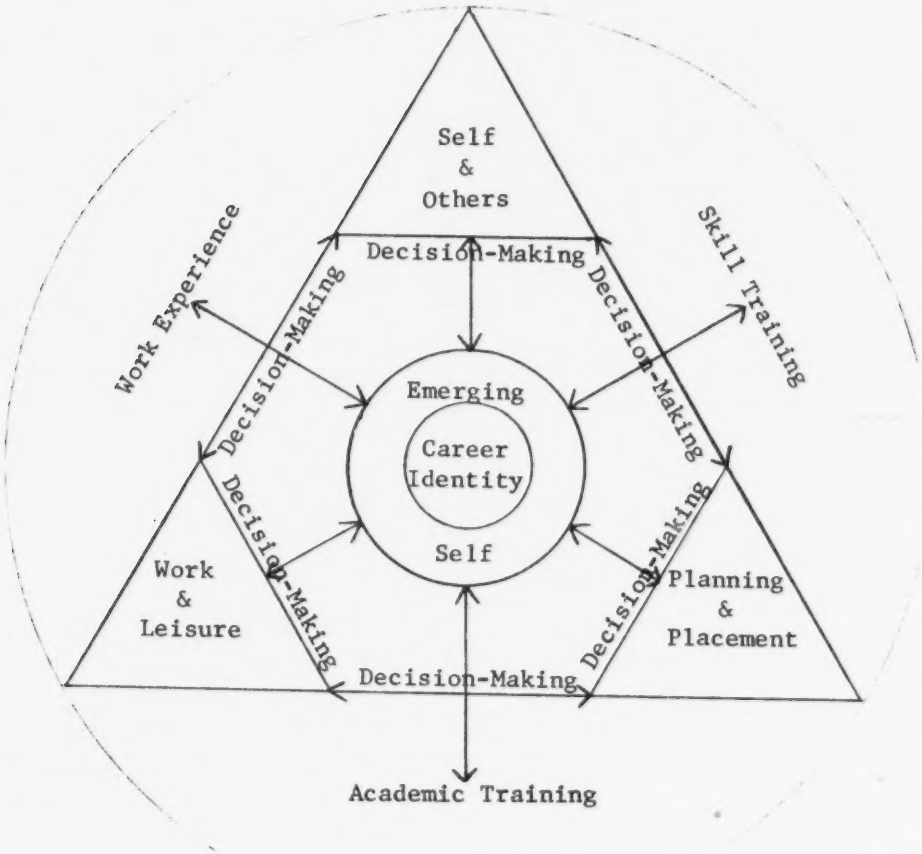
II. Career Education Components (See Figure II)

The Career Education Model (complete model) includes the Career Guidance Model (the large triangle) and adds to it "preparation." The sphere of preparation includes the components of Skill Training, Academic Training, and Work Experience. It is represented by the circle which encompasses the Career Guidance triangle. These three preparation areas also are internalized via the decision-making process and help form the center circles - the emerging self and career identity.

To review then, the large circle and all it includes represents Career Education, while Career Guidance is represented by the large triangle and is part of, and interacts with, Career Education, as represented by the arrows which go through the large triangle in order to arrive at the emerging self and career identity.

FIGURE II

CAREER EDUCATION MODEL



DEFINITIONS FOR FIGURE II - CAREER EDUCATION MODEL

Academic Training

Includes all courses taken by students for purposes other than skill training. Such courses may, however, serve as background or as prerequisites for skill training.

Career Education

A comprehensive correlated educational system (including all facets of the present system) focused on individual occupational needs and life style; i.e., career needs (see definition of "career" page 24).

Work Experience

Exposure of the individual to job requirements through job placement, temporary or permanent, which helps prepare him for additional occupational experiences.

Skill Training

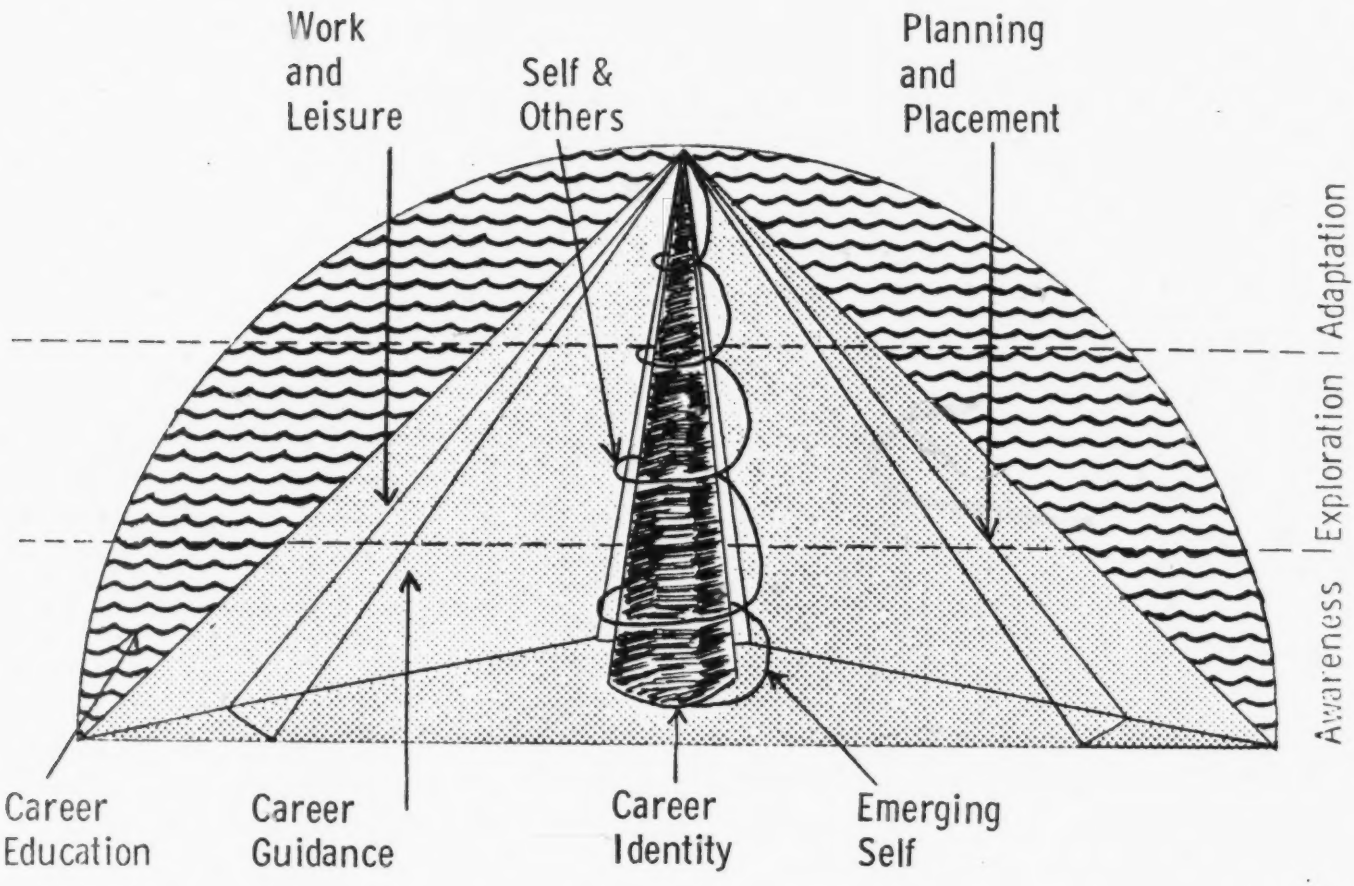
A learned aptitude of ability developed for greater job proficiency or for leisure pursuits. (Skill training may occur in any subject area such as journalism for those interested in writing, or auto mechanics for those wishing to develop automotive skills.)

III. Learning Levels as Portrayed in the Career Education Model (See Figure III)

The model has three layers representing sequential levels of learning: Awareness, Exploration and Adaptation.

FIGURE III

LEARNING LEVELS IN THE CAREER EDUCATION MODEL



DEFINITIONS FOR FIGURE III
LEARNING LEVELS IN THE CAREER EDUCATION MODEL

Awareness

An initial recognition of concepts relative to the career education process.

Exploration

An expansion and thorough examination of concepts relative to the career education process of which one has become aware.

Adaptation

The integration and/or implementation by the emerging self of previously learned career education concepts in the development of a career identity.

IV. The Guidance-Counseling Function in the Educational Process (See Figure IV)

The educational process occurs as a result of many educational agencies and other community resources. The agencies represented in the figure are enumerated in order to portray the relationship of guidance and counseling to the community and to career education with its individual components.

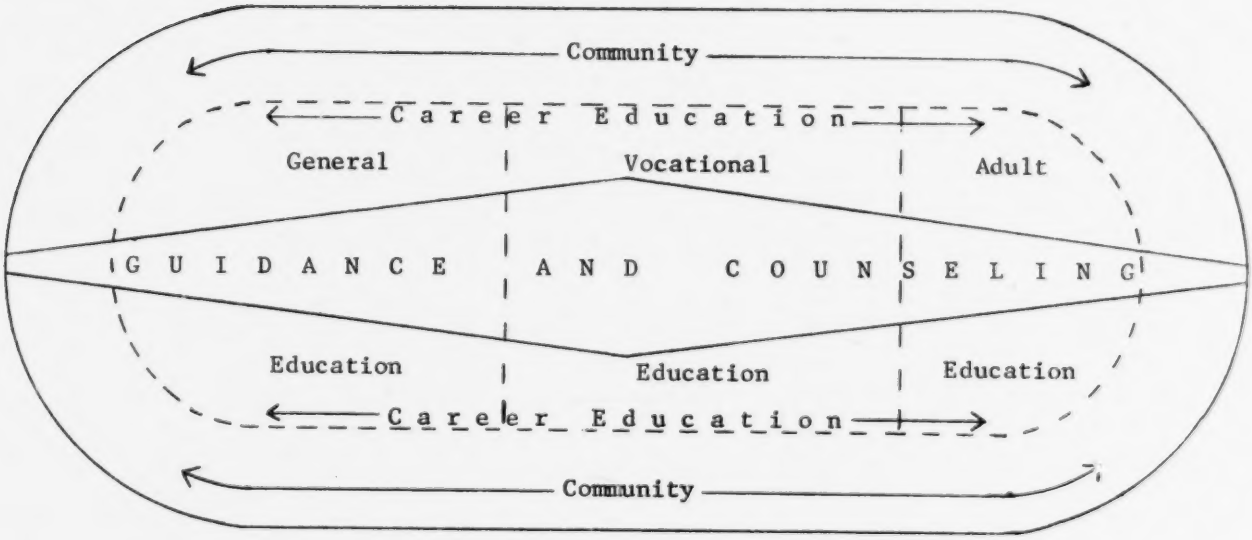
The community is seen not only as the client being served in the educational process, but also as an agent contributing to the process; hence, the dotted line. The community is also viewed as including the smaller sphere - career education. That is, career education is a part of the community.

That part of career education viewed in this figure (Figure IV) includes general education, vocational education, adult education, and guidance and counseling, as well as community resources.

Students are pursuing a career education through the general, vocational, adult education, and/or community programs. These programs interrelate as indicated by the dotted lines between them. Guidance counselors serve students in all areas by helping them use those facets of each program which will best prepare them for their career goal.

FIGURE IV

GUIDANCE COUNSELING FUNCTION IN THE EDUCATIONAL PROCESS



DEFINITIONS FOR FIGURE IV
GUIDANCE COUNSELING FUNCTION IN THE EDUCATIONAL PROCESS

Adult Education

All education in training and related services needed to optimize the potential of the individual both as an individual and as a member of society.

Community

What is commonly referred to as a town or city with all the inherent components.

General Education

Educational curriculum from kindergarten to the twelfth grade with the exception of special education and vocational education.

Vocational Education

A program of education organized to prepare the learner for entrance into a chosen vocation or to upgrade employed workers (programs less that a B.S. Degree).

ADDITIONAL DEFINITIONS

Behavioral Objective
: A performance objective having (1) an identifiable goal which identifies the learner, (2) the process or learning activity, and (3) implies some type of learner behavioral change that can be evaluated as a direct outcome of the goal.

Career
: The sequence of occupations, jobs, and positions in the life of an individual. Includes activities outside of job and denotes a kind of general life pattern system.

Career Development
: Continuous lifelong formulation of a viable self concept through education, work, and leisure.

Component
: Essential constituents of the total career education model.

Learning Activity
: That activity specified to produce the desired behavioral objective.

Model
: A framework for career education which identifies major components and serves as a reference for development of career education process.

Occupation
: A term referring to a person's regular work, business, or means of earning a living.

Occupational Cluster
: Describes occupations which are related and grouped according to similarities.

Vocation
: Synonymous with "occupation." Frequently incorrectly used to refer only to a skilled worker's position, and, therefore, occupation is the preferred term.

IV. Concepts (See Figure V)

The essential major ideas, thoughts or notions resulting in the Emerging Self, and ultimately, Career Identity, have been identified in seventeen concepts. The individual interacts with each concept first at the Awareness Level, then Exploration Level, and finally at the Adaptation Level. Tentative suggestions for how these three levels coincide with grades K-12 have been indicated.

FIGURE V

CAREER CONCEPTS ESSENTIAL TO EMERGING SELF AND CAREER IDENTITY

A = Awareness
E = Exploration
Ad= Adaptation

	Grade Level and Appropriate Interaction			
*Concept	K - 3	4 - 6	7 - 9	10 - 12
1. Understanding and accepting self and others affects career development.	A	E	E	Ad.
2. The individual should be self-governing in order to be prepared for work.	A	E	E	Ad.
3. Work has dignity as it contributes to society.	A	E	E	Ad.
4. An individual works to satisfy personal and social needs.	A	E	E	Ad.
5. Education and work are interrelated.	A	E	E	Ad.
6. Occupations are of a wide variety and may be grouped in different clusters.	A	E	E	Ad.
7. Geographical location and job specialization lead to interdependency and affect career choice.	A	E	E	Ad.
8. Personal habits, physical and mental health affect success in careers.		A	E	Ad.
9. An individual may be qualified to perform in many different occupations, any any one occupation may accommodate a variety of individuals.		A	E	Ad.
10. Career choice affects leisure time activities and leisure time affects career choice.		A	E	Ad.

*Concept - Major ideas, thoughts, or notions identified as essential to the career development process.

*Concept	Grade Level and Appropriate Interaction			
	K - 3	4 - 6	7 - 9	10 - 12
11. An individual's attitudes, values, and life style affect career choice and success.		A	E	Ad.
12. Age, sex, ethnic group, or religion no longer limit career possibilities to the extent that they have in the past.		A	E	Ad.
13. Women as well as men should prepare for a career.		A	E	Ad.
14. Jobs may be obtained in a variety of ways.		A	E	Ad.
15. Most jobs are competitive.		A	E	Ad.
16. Technological and sociological changes affecting supply and demand of jobs and workers may necessitate retraining.		A	E	Ad.
17. Decision-making skills are essential for realistic career choices.		A	E	Ad.

*Concept - Major ideas, thoughts, or notions identified as essential to the career development process.

TABLE I

DEVELOPMENTAL OBJECTIVES* FOR CAREER CONCEPTS

Developmental objectives have been written which demonstrate the sequential nature of the learning that should take place in the formation of each concept. They are as follows:

Concept #1

UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT.

Awareness K-3

The student:

1.1 Recognizes the importance of "self" as an individual and as a worthy member of a group.

1.2 Recognizes individual capabilities and limitations as they relate to individual roles within the group.

1.3 Recognizes that there is a continuous interaction between one's knowledge and acceptance of self and what he will become.

1.4 Recognizes the rights, feelings, and properties of others. (Refer to 2.5)

1.5 Recognizes the importance of forming good relationships with family, peers, and adults.

Exploration 4-6

1.6 Assesses and understands self in the areas of learning accomplishment, feelings about self, and how he relates to others.

1.7 Understands that present accomplishments relate to future accomplishments and ultimately to what one becomes.

1.8 Differentiates self characteristics from the characteristics of others.

Exploration 7-9

1.9 Assesses one's abilities, achievements and interests as they relate to career development.

*Career Developmental Objective - An intermediate step between concepts and behavioral objectives written to describe essential career experiences in the growth process of an individual.

1.10 Understands the various ways of identifying and describing individual differences.

1.11 Relates new testing data, achievements, and interpersonal experiences to present concept of self and relationship with others.

1.12 Knows which careers are related to one's individual characteristics.

1.13 Formulates tentative job expectations that are consistent with one's personal characteristics. (Refer to 5.4)

1.14 Understands the relationship between the development of proficiency in educational skills and success in a career. (Refer to 5.7)

1.15 Recognizes the need for continuous self-appraisal.

1.16 Understands the impact of other person's feelings and values and their relationship to one's own feelings and values.

Adaptation 10-12

1.17 Organizes self-appraisal information into categories of strengths and limitations required for the various career clusters. (See Concept #6)

1.18 Learns how to appropriately express personal feelings to others concerning the others impact on ones' self.

1.19 Learns to evaluate and utilize feedback from others about one's self. (Refer to 2.10)

1.20 Becomes cognizant of the interrelationship of attitudes, values, and abilities to career clusters.

1.21 Identifies a cluster of occupations according to one's interests, abilities, values, and attitudes.

1.22 Plans a post high school program consistent with personal characteristics and career choice.

Concept #2

THE INDIVIDUAL SHOULD BE SELF-GOVERNING IN ORDER TO BE PREPARED FOR WORK.

Awareness K-3

The Student:

2.1 Learns to identify the rights and responsibilities he has within the family, among friends and adults, and in the school.

2.2 Becomes aware of the need for planning his activities.

2.3 Recognizes the need for good study habits.

Exploration 4-6

2.4 Understands that he is responsible for his own career planning.

2.5 Respects the feelings, rights, and property of other people. (Refer to 1.4)

2.6 Realizes the importance of promptness, neatness, scheduling of time, attitudes, participation, and creativity in school performance.

2.7 Recognizes the satisfactions to be gained from doing one's work well.

Exploration 7-9

2.8 Learns to accept positive influences and reject negative influences.

2.9 Recognizes work ethics expected by employers in relation to own work ethics and study ethics.

Adaptation 10-12

2.10 Learns to evaluate responses to self concerning attitudes, abilities, weaknesses and actions in order to better direct life and career choice. (Refer to 1.19)

2.11 Realizes what efforts, choices, and sacrifices are required for chosen goals.

2.12 Assumes one's rights and responsibilities in the total social environment.

2.13 Continues to develop work ethic standards which will strengthen him in his career.

Concept #3

WORK HAS DIGNITY AS IT CONTRIBUTES TO SOCIETY.

Awareness K-3

The Student:

3.1 Recognizes that there is work to be done.

3.2 Develops an awareness that work experiences are available at home and school.

3.3 Assumes responsibility for home and classroom jobs.

3.4 Recognizes that the performance of work results in products and/or services.

3.5 Recognizes that being a student is his present career.

3.6 Develops an awareness that school is a career that requires proficiency in basic skill areas.

Exploration 4-6

3.7 Discovers that work provides the opprotunities for one to enhance his dignity and worth.

3.8 Discovers that people bring dignity and worth to their job because of honest efforts rather than because of their titles, incomes, race, etc.

3.9 Develops an awareness that the wage earner and his occupations are important to the family.

3.10 Develops an understanding that the wage earner and his occupations are important to the worker and the community.

3.11 Recognizes that the perceived dignity of a person's job and his perceived self-worth are interrelated.

Exploration 7-9

3.12 Recognizes that an individual has dignity as he enters the world of work and begins to contribute.

3.13 Recognizes the contributions of various jobs to individuals, groups, and society.

Adaptation 10-12

3.14 Learns that an individual should be self-supporting to the extent that he is able for personal and social reasons.

3.15 Becomes aware of and involved in the needs of the disadvantaged, the handicapped, and the unemployed.

Concept #4

AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS.

Awareness K-3

The Student:

4.1 Recognizes and identifies the reasons for parents' working.

4.2 Becomes aware that satisfying work contributes to a person's self-esteem, peer approval and pride in one's own achievements. (Refer to Concept #3)

Exploration 4-6

4.3 Develops an understanding that one's individual needs change as he progresses through life.

Exploration 7-9

4.4 Develops an understanding of the relationship between personal needs and social needs in employment.

4.5 Understands that career planning relates to fullfilling personal and social needs.

4.6 Understands that a person may satisfy his personal-social-economic-political needs through an occupation.

4.7 Accepts the necessity for compromise between one's societal and individual needs in career development.

Adaptation 10-12

4.8 Develops an understanding of society's needs concerning the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.

4.9 Understands that people work for complex and varied reasons; i.e., self-satisfaction, security, feeling of accomplishment, acceptance, self-assertion and personal growth anddevelopment.

4.10 Understands self-fullfilling attitudes and hold competance and excellence in high regard.

4.11 Realizes that career satisfaction depends upon the extent to which he finds adequate outlets for his attitudes, abilities, interests, personality traits, values, and his establishment in a satisfying work situation.

Concept #5

EDUCATION AND WORK ARE INTERRELATED.

Awareness K-3

The Student:

5.1 Becomes aware of the relationship between school subjects and the world of work.

5.2 Recognizes that learning helps a child accomplish necessary tasks in the same manner that learning helps an adult accomplish his tasks.

5.3 Becomes aware of the relationship between basic skill development and various identifiable life roles within the community.

Exploration 4-6

5.4 Recognizes that different kinds of work require varying degrees and types of educational preparation. (Refer to 1.13)

5.5 Understands the relationship between the similarities and differences of life roles and learned skills. (Refer to 1.13)

5.6 Realizes the degree of school subject competency nowwill have an influence on career choice.

Exploration 7-9

5.7 Identifies the special skills necessary for predicted or desired life goals. (Refer to 1.14)

Adaptation 10-12

5.8 Chooses, plans for, and enrolls in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.

5.9 Analyzes the relationship between learning and earning through on-the-job experience.

5.10 Realizes how much time, money, and effort is required in the pursuit of any chosen occupation.

Concept #6

OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS.

Awareness K-3

The Student:

6.1 Recognizes career clusters as they occur in the home and immediate neighborhood.

6.2 Develops positive attitudes toward all forms of human endeavor in any career cluster.

6.3 Becomes aware that clusters are related in qualities such as outdoor-indoor and services-goods.

Exploration 4-6

6.4 Understands that clusters are related in qualities such as geographic location and people vs. ideas vs. things.

6.5 Recognizes career clusters as they occur in the community.

6.6 Recognizes the similarities of local careers to career clusters.

Exploration 7-9

6.7 Understands the various ways of classifying occupations; i.e., goods vs. services; people, idea, or thing; industry; geography, economic factors.

6.8 Knows that people within a given cluster tend to relate more with one another than with people in other clusters.

6.9 Recognizes that there is a wide and increasing variety of occupations within each cluster.

6.10 Recognizes that there are many job levels within an occupational field.

Adaptation 10-12

6.11 Obtains school and community experiences in a cluster relative to the person's individual characteristics.

6.12 Identifies and develops a planned entrance into a career cluster.

Concept #7

GEOGRAPHICAL LOCATION AND JOB SPECIALIZATION LEAD TO INTER-DEPENDENCY AND AFFECT CAREER CHOICE.

Awareness K-3

The Student:

7.1 Recognizes the interdependency of one's family for goods and services on the rest of the community.

7.2 Develops an appreciation for the need of occupations and the importance they have in an ongoing society.

Exploration 4-6

7.3 Understands the dependency of the school industry on other industries.

7.4 Understands the interdependency of states and certain geographic locations upon one another.

Exploration 7-9

7.5 Understands the interdependency of nations according to the economic and national resource potential of countries and the effect this has on job availability.

7.6 Understands what interdependent relationship one's tentative career choice has with other career specialties.

7.7 Recognizes that one's tentative career choice has implications for location of job availability.

Adaptation 10-12

7.8 Continues to identify interdependent relationships with other career specialties as one's own specialty continues to crystallize.

7.9 Integrates and adapts prospective career choices with desired geographical locations for living.

Concept #8

PERSONAL HABITS, PHYSICAL AND MENTAL HEALTH AFFECT SUCCESS IN CAREERS.

Awareness 4-6

The Student:

8.1 Discovers the need for development of good personal habits, physical and mental health early in life.

8.2 Recognizes that the maintenance of good health and personal habits affects job selection and performance.

8.3 Understands that mental and physical health are affected by career choice.

Exploration 7-9

8.4 Recognizes those areas of health, appearance, manners, and personal characteristics which will affect one's future employability and which will be affected by various occupations.

8.5 Examines personal habits as they relate to health and safety standards and policies for workers in various occupations.

8.6 Identifies methods of improvement as they relate to one's personal habits and health preparation.

Adaptation 10-12

8.7 Understands how success in tentative chosen occupations continually interact with personal habits, physical and mental health.

Concept #9

AN INDIVIDUAL MAY BE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS, AND ANY ONE OCCUPATION MAY ACCOMMODATE A VARIETY OF INDIVIDUALS.

Awareness 4-6

The Student:

9.1 Realizes that individuals can develop potentials which may be utilized in a variety of occupations.

9.2 Understands that abilities and limitations are related to the requirements of occupations. (Refer to 1.2)

9.3 Recognizes that several types of individuals perform in the same occupation.

9.4 Realizes that an individual performs in a variety of jobs daily.

Exploration 7-9

9.5 Recognizes that there are many occupations which have similar performance requirement patterns.

9.6 Understands that there exists a wide range of abilities, interests, and personality traits which meet the requirements for any given occupation.

9.7 Realizes that within a given career cluster there is a wide range of opportunity to meet the needs of many types of individuals.

Adaptation 10-12

9.8 Recognizes that several jobs which utilize one's abilities may be personally satisfying.

9.9 Realizes that educational and hiring practices enable one to qualify for a number of specific occupations.

Concept #10

CAREER CHOICE AFFECTS LEISURE TIME ACTIVITIES AND LEISURE TIME AFFECTS CAREER CHOICE.

Awareness 4-6

The Student:

10.1 Becomes aware of the differences between work and leisure.

10.2 Realizes that using leisure time wisely will help one physically, socially, and mentally.

Exploration 7-9

10.3 Understands the importance and variety of leisure time enjoyment.

10.4 Explores potential careers that develop from hobbies and leisure time activities.

10.5 Identifies ways in which career choice affects the amount of leisure time and types of leisure activity pursued.

Adaptation 10-12

10.6 Understands ways in which leisure time and avocational activities can compliment work as a means of self-expression.

10.7 Applies one's own values concerning leisure time in making tentative career plans.

Concept #11

AN INDIVIDUAL'S ATTITUDES, VALUES, AND LIFE STYLE AFFECT CAREER CHOICE AND SUCCESS.

Awareness 4-6

The Student:

11.1 Understands that some careers appear attractive because of observed life styles of the workers; i.e., preferred life style may influence occupational choice.

Exploration 7-9

11.2 Understands that psychological qualities needed for self-fullfillment differ among workers.

11.3 Identifies individual attitudes and values which will have a significant impact on career choice.

11.4 Identifies several occupations which appear to have factors which would aide in implementing the individual's value system to life style.

Adaptation 10-12

11.5 Identifies present life style and conditions functioning as determiners of that style.

11.6 Identifies desired life style as it relates to special skills required to qualify for a particular career.

Concept #12

AGE, SEX, ETHNIC GROUP, OR RELIGION NO LONGER LIMIT CAREER POSSIBILITIES TO THE EXTENT THAT THEY HAVE IN THE PAST.

Awareness 4-6

The Student:

12.1 Recognizes and identifies a number of occupations that have become available to a broader spectrum of people with respect to age, sex, ethnic group, and religion.

Exploration 7-9

12.2 Understands changes that are taking place with regard to hiring people of both sexes that have been limited to individuals of one sex in the past.

12.3 Examines trends in occupational requirements and hiring patterns over the past few years with respect to age, sex, ethnic groups and religion.

Adaptation 10-12

12.4 Studies current entrance-level requirements, promotion patterns, and retirement laws with respect to age, sex, ethnic groups, and religion.

12.5 Understands opportunities and limitations of career opportunities as they are affected by legal, economic, and maturational considerations.

Concept #13

WOMEN AS WELL AS MEN SHOULD PREPARE FOR A CAREER.

Awareness 4-6

The Student:

13.1 Understands that women work for many reasons.

Exploration 7-9

13.2 Examines trends for women in the world of work.

13.3 Understands that because of technological and sociological changes and federal legislation, the woman's role has become more career oriented.

Adaptation 10-12

13.4 Becomes aware that a more accurate pattern of the modern woman includes, school, work, and/or marriage, rearing a family and return to work so that they can realize their fullest potential.

Concept #14

JOBS MAY BE OBTAINED IN A VARIETY OF WAYS.

Awareness 4-6

The Student:

14.1 Becomes aware that jobs can be obtained in a variety of ways.

Exploration 7-9

14.2 Acquires the information necessary for job application through letters, forms, resumés, and interviews.

14.3 Knows where to seek information regarding job openings and know advantages and disadvantages of each; such as employment agencies, state employment offices, college placement offices, personnel departments and government agencies.

Adaptation 10-12

14.4 Understands the apprenticeship and journeyman programs.

14.5 Identifies and demonstrates job acquisition skills.

Concept #15

MOST JOBS ARE COMPETITIVE.

Awareness 4-6

The Student:

15.1 Becomes aware that most jobs are competitive.

Exploration 7-9

15.2 Realizes that promotions usually come to those who have been most competitive in their work assignments.

15.3 Realizes that the truly competitive person is cooperative with others in his work setting.

Adaptation 10-12

15.4 Realizes that usually individuals with the most and best qualifications are selected for the better job opportunities.

15.5 Understands that advancement within the job classification depends upon satisfactory performance of previous work experience.

15.6 Realizes that wide job experience and excellent performance make a person more competitive in the world of work.

Concept #16

TECHNOLOGICAL AND SOCIOLOGICAL CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS AND WORKERS MAY NECESSITATE RETRAINING.

Awareness 4-6

The Student:

16.1 Becomes aware that technological and sociological changes eliminate some jobs and create new jobs which may necessitate retraining.

Exploration 7-9

16.2 Understands that changing occupational requirements and competencies influence the content of one's education and the retraining of individuals in industry.

16.3 Understands that new skills may be developed at any time during a person's life.

16.4 Accepts the concept of continuous education and training for enhancing and effecting one's career development potential.

Adaptation 10-12

16.5 Understands that demands for certain professional, technical, skilled, and service occupations are increasing.

16.6 Understands where to find and how to determine trends in the world of work.

Concept #17

DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES.

Awareness 4-6

The Student:

17.1 Becomes aware that all behavior is goal oriented.

17.2 Becomes aware that different people have different goals.

17.3 Becomes aware that most goals may be accomplished in a variety of ways.

17.4 Becomes aware of the cause and effect of personal decisions in goal setting and attainment.

17.5 Becomes aware that goals and methods of attaining a goal may change.

17.6 Realizes that career decisions begin early and continue through the life of the individual.

17.7 Becomes aware that individuals must consider many variables as they develop their career goals.

Exploration 7-9

17.8 Recognizes that if a proper career decision is to be made, alternatives must be examined.

17.9 Realizes that occupational information comes from many sources within and outside the school setting, is subject to change, becomes out-dated, and varies from region to region.

17.10 Obtains a knowledge of educational and vocational information resources and how to use them.

17.11 Gains a knowledge of the components of the decision-making process.

17.12 Understands the need for careful planning of the high school program in light of tentative career plans.

17.13 Understands that careful educational planning may shorten required training time for employment.

Adaptation 10-12

17.14 Develops the ability to make, carry out, and evaluate both short and long range goals.

17.15 Identifies and utilizes systematically valid sources of occupation information.

17.16 Identifies and comprehends factors which may have relevance for one's career decisions.

17.17 Understands that each decision one makes may have important implications for future decisions.

17.18 Understands that educational decisions may have an important impact on career opportunities available to an individual.

17.19 Utilizes the components of a good decision-making model to formulate a tentative career choice.

17.20 Recognizes the need of constant re-evaluation of career decisions and methods selected for reaching ones goal.

17.21 Develops a realization that career decisions are increasingly irreversible or reversible only at some cost of time, effort, and money.

EXAMPLE OF CONCEPT EXPANSION

The purpose of the following table is to demonstrate the expansion of selected K-12 developmental objectives for a particular concept. One or more behavioral objectives are constructed for each developmental objective and corresponding learning activities are created to insure that students achieve the specific behavioral objectives. The present list is not necessarily sufficient or complete; its only purpose is to serve as an illustrative example of concept expansion.

CONCEPT #5	K-3	4-6	7-9	10-12
	EDUCATION AND WORK ARE INTERRELATED			
Developmental Objectives	5.1 Become aware of the relationship between school subjects and the world of work.	5.4 Recognize that different kinds of work require varying degrees and types of educational preparation.	5.7 Identify the special skills necessary for predicted or desired life goals.	5.8 Choose, plan, and enroll in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.
Behavioral Objectives	5.1 The student must demonstrate his knowledge through verbal examination of the necessity of mastering his preliminary instruction in reading, writing, and arithmetic as related to success in the world of work.	5.4 The student must demonstrate his knowledge of prerequisite educational requirements for at least three jobs in each skill category (i.e., unskilled, semi-skilled, skilled, professional) by a verbal or written listing of specific occupations and their concommitant educational pre-requisites.	5.7 The student will list the necessary occupational requirements (i.e., skill training, work experience, academic preparation, related leisure-time activities, and needed abilities) for acceptance into his chosen or predicted career.	5.8 The student will construct and execute his sequential class course plan which will adequately prepare him for proficiency in his anticipated career choice.

	K-3	4-6	7-9	10-12
Learning Activities	5.1 A. The student will participate in a demonstration of the importance of written instructions through having verbal instructions passed along from student to student by whispering until the final transformed message is received (telephone game). B. The student will be unable to follow rapid verbal instructions given by the teacher on the construction of some relatively simple project to demonstrate the importance of writing as an aid to remembering. C. The student will unsuccessfully attempt to read several instructions or important job related information to demonstrate the necessity of learning to read.	5.4 A. The student will receive verbal examples of several specific jobs in various skill categories and their concommitant skill requirement and will discuss in groups what abilities are prerequisites for specific jobs. B. The student will view demonstrations and discuss in groups how an inadequately trained person would be incapable of performing skills necessary for certain occupations.	5.7 A. The student will receive instructions and will use the resource materials necessary to discover occupational requirements needed for specific jobs. B. The student will discuss verbally or in writing the important abilities, interests, and related leisure-time activities useful in satisfactory job performance and success. C. The student will view and discuss related film strips and view and discuss appropriate career guidance booklets.	5.8 A. The student will view demonstrations and write summaries of important points on the successful planning of several class course schedules for various anticipated vocational or academic pursuits after high school graduation. B. The student will listen to and ask questions of guest lectures who discuss academic or skill training preparation necessary for successful career placement. C. The student will view demonstrations and participate in discussions on how poorly planned programs will inadequately prepare the student for his desired or anticipated career.

	K-3	4-6	7-9	10-12
Learning Activities	D. The student will view demonstrations and discuss in groups the importance of arithmetic in the world of work after the teacher incorrectly totals dollar amounts for payroll check, deductions, sick pay, etc. E. The student will view a demonstration and discuss in groups how arithmetic is required in figuring the purchase price and money returned for several objects of student interest.			

HOW TO WRITE BEHAVIORAL OBJECTIVES[13]

One of the most important elements in developing and implementing your career curriculum guide is to determine what the student is expected to have accomplished because of experiences provided in the program. Any curriculum remains useless unless it contains clearly stated performance standard.

A behavioral objective is simply a cited goal in education that can answer three major questions. First of all it will identify what the learner is expected to accomplish after performing a task, secondly it should indicate the conditions and resources that will be used, and thirdly, how will the instructor and learner know when he has performed to an acceptable standard.

In an attempt then to meet the above standard when writing your objectives it is important that you write them in a way that they can be clearly understood by all involved. A writer should be careful not to use terminology confusing to the reader, but to use simple language. Scholarly terminology does not insure high level objectives. Its the clearly stated educationally sound content that makes the difference.

In review then a writer should insure that these three listed elements be included in all objectives before they are acceptable for your program:

a. Indicate what it is that a learner will do or perform in mastering a task.

b. Under what conditions and with what resources will the learner be expected to accomplish a task.

c. To what extent or degree of quality will the learner prove his ability to perform.

With ones involvement in writing this kind of objective hopefully it will cause the writer to evaluate what he is trying to do through instruction. A higher degree of instructional relevancy and effectiveness will be the rewards for such labor.

The terms performance, conditions and extent have been used should be more clearly defined as follows:

---

[13]Wisconsin Department of Public Instruction, K-12 Guide for Integrating Career Development into Local Curriculum, William C. Kahl, State Superintendent, December 1971.

PERFORMANCE: What one is to do or perform in a way that it can be observed and evaluated is a simple explanation. Visible and observable verbs must be used then to state the objective. Such verbs as "know, awareness, understand" can only be inferred which is insufficient.

An objective is poorly written if it states that a girl will understand cake baking is less clear than an objective which states that a girl will be able to bake an angel food cake, at home, with non-prepackaged ingredients and bring it to class to be examined and evaluated by instructor and peers. This kind of performance clarity will make instruction and learning much less complex and make it more interesting and rewarding for all parties.

CONDITIONS: What are the circumstances in which learning should take place is the condition. Most learning experiences occur under some special restrictions. These restrictions can be very obvious or complex ones. Regardless the conditions should be clearly spelled out so that it unexpected conditions occur the student is accountable to only the extent that he was able to perform under the stated conditions.

Having the conditions of learning and teaching clearly spelled out in advance will systematize the educational process with corresponding successes.

EXTENT: How well is the learner expected to perform a task defines extent. What are the objectives minimal standards, degree of excellence, maximum number of permissible errors, and specifications for time standards are but only a few examples.

Including the extent element in behavioral objectives then is an attempt to make as specific as possible the evaluative criteria that will be used to assess performance.

One last consideration would be listed as one prepares behavioral objectives. To insure that career development experiences are comprehensive, behavioral objectives must be written for each of the three domains, e.g., (1) affective, (2) cognitive, (3) psychomotor. There are several variables for each domain that should be considered as follows:

(1) Affective Domain:
   (a) Receiving
   (b) Responding
   (c) Valuing
   (d) Organizing
   (e) Characterizing

(2) Cognitive Domain:
   (a) Knowledge
   (b) Comprehension
   (c) Application

(d) Analysis
(e) Synthesis
(f) Evaluation

(3) Psychomotor Domain:
(a) Imitation
(b) Manipulation
(c) Precision
(d) Articulation
(e) Naturalization

This section will hopefully give you some brief views on writing behavioral objectives. Before one actually begins to develop objectives, a more complete study of this process should be made. The above will serve as a simple check list to insure comprehensive coverage through the use of behavioral objectives.

SYSTEMS MODEL FOR GUIDANCE PROGRAM DEVELOPMENT AND EVALUATION[14]

Brief Explanation of Major Components of Model

The systems model for guidance program development and evaluation provides a framework for the conceptualization of the guidance program in terms of (1) general and specific pupil objectives and outcomes, and (2) program objectives and strategies designed to achieve the pupil objectives. The flow moves from the general to the specific in the development of objectives, with the more specific representing those kinds of objectives and outcomes where the program should make a direct impact. These are the outcomes for which guidance personnel should be willing to assume responsibility and to be held accountable. The following explanations of the various components of the model are directed toward (1) working definitions, and (2) relationships in the systematic flow from need to outcome.

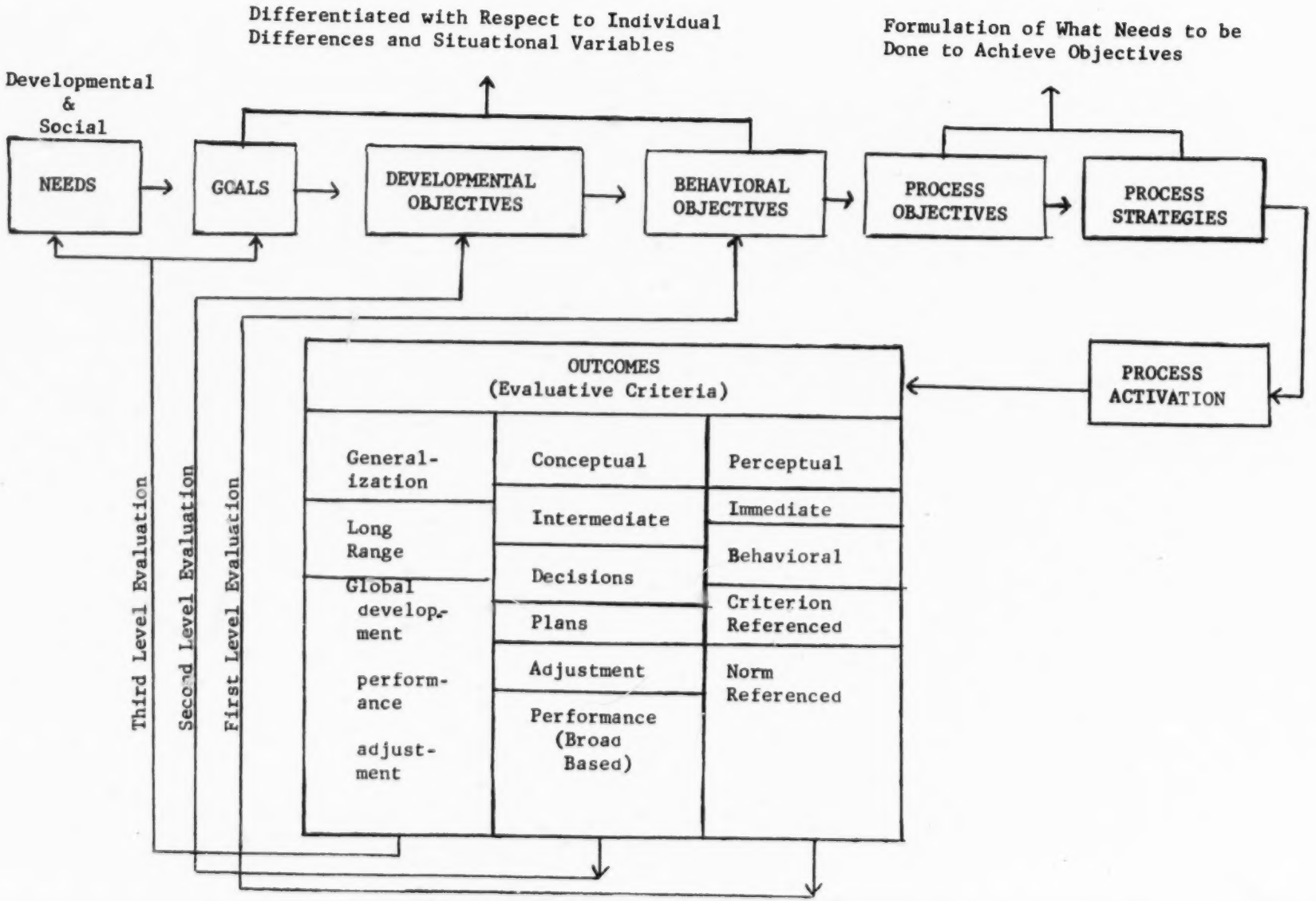
1. NEEDS. Needs are defined here to include those long range developmental needs of individuals and the general social needs of the society that justify the existence of a guidance program. They provide the underlying rationale for the program and the basis for developing goals and objectives. Such needs should be related to the guidance program but by their broad global nature may involve many other programs, people, and circumstances. For example, a developmental need of individuals might be to become a satisfied and productive worker. The guidance program should contribute to helping individuals satisfy this need, but training institutions, parents, employers, and many others also may influence the outcome.

   Needs relevant to this model originate from two basic sources (1) human developmental theories, and (2) social needs in a democratic society. Those theoretical formulations most directly related to the guidance program include career development theories, personality theories, learning theories, and human need and development theories. The theory or theories that undergird any local guidance program should be identified and used to build the rationale for the development of pupil goals and objectives, including the part that guidance activities may play in the total educational, vocational, or social development of individuals. The basic social needs are less related to pupil-centered guidance objectives, but should have a direct bearing upon the program rationale. For example, individual economic self-sufficiency may represent a general social need related to contributions of the guidance program,

---

[14]Frank E. Wellman, Professor of Education, University of Missouri, Systems Model for Guidance Program Development and Evaluation, Preliminary Draft, May 1971, Columbia, Missouri.

SYSTEMS MODEL FOR GUIDANCE PROGRAM DEVELOPMENT AND EVALUATION



but again the broad and remote nature of needs suggests that there will be many factors, other than guidance, influencing the outcome. Specification of needs is desirable to build a foundation from which goals and objectives can be stated in more meaningful and manageable terms.

2. GOALS. Goals are the reasonably long range operational delineations of needs. They are more specific than needs, but still too far removed and too confounded by other influences to serve as workable objectives for the guidance program. Goals take on relevance for individuals, in that they will vary among individuals and from one situation to another. The general need for all individuals to become vocationally competent is thus defined in terms of goals that specify that a particular individual complete a training program that will qualify him to enter a specific occupational area that is consistent with his abilities and interests. Goals represent rather large global areas of achievement or development that lead to meeting specified needs, and provide the point of departure for the formulation of developmental and behavioral objectives.

3. DEVELOPMENTAL OBJECTIVES. The developmental objectives relate to the guidance related developmental steps that are logically, and usually sequentially, related to the stated goals. For example, before an individual can achieve the occupational competence goal stated above, there are a number of vocational and educational decisions that need to be made. Each such decision can become a developmental objective for the guidance program. Likewise, a series of plans may need to be formulated and these can become objectives. Certain situational adjustments may also relate to the goal as may intermediate range performance, such as, completion of prerequisite courses and curricula. Thus, many developmental objectives may be formulated to operationally define the hypothesized guidance contributions to a single goal. Again, it is easy to see that the achievement of many developmental objectives may be influenced by other factors, and the related guidance activity may be only one small part of a rather complex process. There are, however, many developmental objectives for which guidance personnel should be willing to assume major responsibility. Developmental objectives have particular significance in differentiating desired outcomes for different age and grade groups. For example, the objective to develop an appreciation for work in everyone's life may be quite relevant for a primary grade group, while the junior high school group may need to develop an appreciation for work as a very personal part of their lives. Each developmental objective should be stated and related to program so that the part that guidance may contribute is clearly understood. This can be done through the formulation of behavioral objectives.

4. BEHAVIORAL OBJECTIVES. Behavioral objectives should specify in concrete terms the knowledge, skill, or performance that is expected. These objectives should be related directly to a specific guidance activity and at least logically to a developmental objective. They are usually short range in terms of time and should always be related to specific criteria for determining whether the objective has been achieved and often the degree of achievement. The developmental objective to make a decision regarding post high school education may provide the basis for specifying relevant behavioral objectives spelling out the kinds and extent of awareness of self and environment needed to make the decision. The developmental objective requires that the individual conceptualize self in the educational-vocational situation. This conceptualization requires the he be aware of his abilities, interests, resources, etc., and of the environmental opportunities, requirements, etc., and that he be able to demonstrate such awareness by showing that he has specific knowledge of these relevant variables. Behavioral objectives are crucial to adequate program development, provide the most objective basis for evaluation, and make developmental relationships in terms of behavior that can be described from observation, objective measurement, and self-reports. For example, comprehensive career development theory can provide the basis for determining behavioral objectives appropriate to the maturity level of the pupils and related to the sequential developmental objectives that lead to the longer range vocational goal.

Specifying Workable Objectives and Achievable Outcomes[15]

The specification of meaningful objectives and the use of appropriate criteria to estimate the achievement of objectives are essential for adequate evaluation. The difficulties encountered in accomplishing these tasks have, no doubt, discouraged many guidance workers from undertaking comprehensive outcome studies. The basic requirements for stating vocational guidance goals, objectives, and outcomes follow the major parts of the systems model with the added criterion of feasibility imposed at each step in the process.

1. Objectives should be oriented to identified student needs (educational, vocational, and social).
2. Objectives should be consistent with societal values and professional philosophy.
3. Objectives should be stated so they can be translated into expected behavioral outcomes (relevant to the primary purposes of vocational guidance).

---

[15]Excerpts from a paper presented for discussion at 54th Annual Vocational Convention, New Orleans, Louisiana, December 7, 1970.

4. Behavioral outcomes should be defined operationally so that they can be quantified in terms of knowledge, skills, performance, and attitudes.
5. The data needed and methods for measuring and reporting behavioral manifestations should be specified for each objective and outcome.
6. Objectives and outcomes should meet the test of relevancy for the student sample (such as, grade level, sex, etc.) and the operational situation (such as type of school, demographic characteristics, etc.).

A framework for the specification of guidance objectives and outcome criteria was developed in the form of a taxonomy of guidance objectives as part of the proposed National Study of Guidance. This taxonomy may serve as a guide for the specification of vocational guidance objectives and outcomes that meet the above requirements and those of the systems model. The following outline shows the major categories of guidance objectives included in this taxonomy.

1.0 Perceptualization Objectives - The development of awareness and differentiations of relevant environment and self variables.
  1.1 Environmental Orientation - Knowledge and understandings of educational, vocational, and social opportunities, requirements, and expectations.
  1.2 Self Orientation - Knowledge and understandings of abilities, limitations, identities, feelings, and motivations relevant to educational, vocational, and social development.

2.0 Conceptualization Objectives - The process of analyzing relationships, making predictions, evaluating consequences, and taking actions relevant to educational, vocational, and social goals.
  2.1 Directional Tendencies - Formulation of decisions and plans, and the development of interests and value attachments which result in increasing stability and consistency in movement toward educational, vocational, and social requirements and expectations.
  2.2 Adaptive and Adjustive Behavior - Development of coping behavior to meed educational, vocational, and social requirements and expectations.

3.0 Generalization Objectives - The development of a behavior pattern typified by consistency, commitment, effectiveness, and autonomy.
  3.1 Accomodation - The psycho-social ability to cope with cultural and environmental transactions.
  3.2 Satisfaction - The internal self interpretations of environmental transactions.
  3.3 Mastery - The conguency of expected or predicted achievement with external criteria of achievement.

The following example illustrates how the taxonomy can be used for the specification of objectives and outcomes. Assuming a group of tenth grade boys in a comprehensive high school and using objective 2.21 from the vocational domain of the taxonomy, the resultant organization for evaluation might be:

Objective: For the student to identify occupational alternatives that are consistent with his abilities and claimed interests.

Process: Ten week occupational orientation supplemented with three individual counseling conferences with each boy.

Expected Outcome: Each boy will be able to list at least one occupation consistent with his abilities and claimed interests, and 75% of the boys will be able to list five or more such occupations.

GOALS

Formulated from identified developmental and social needs - appropriate to the student population and the functional situation.

Adapted to Individuals & Situation
(Generalization level behaviors)

Educational

Examples of goals:

1. Regularity of school attendance or reduction of absences.
2. Individual and group contributions to the school community - constructive participation - reduction of interruptions to order, etc.
3. Value education and develop aspirations consistent with abilities and interests.
4. Successful completion of successive educational programs or reduction of premature drop-outs.
5. Pursue higher levels of education consistent with individual level of general and specific abilities and interests.
6. Seek out and participate in new educational opportunities.
7. Value and support education throughout life.

Vocational

Examples of goals:

1. Commitment to a chosen vocation.
2. Participation in and completion of educational program necessary for entrance in chosen vocation.
3. Individual derive personal satisfaction from the pursuit of a vocation.
4. Vocational success - employment - satisfaction - progress.
5. Development and utilization of individual abilities and interests through vocational pursuits. Reduction of social problems related to vocational adjustment:
   (a) unemployment
   (b) underemployment
   (c) poverty
   (d) crime

Social

Examples of goals:

1. Develop and use effectively behaviors consistent with social demands - family - peers - school - community.
2. Develop and display appropriate social roles in terms of setting and group.
3. Value social interaction and socially acceptable experiences.
4. Contribute to the social growth and effectiveness of others.
5. Develop openness to the ideas, values, and experience of others.
6. Continue to grow through social experiences.
7. Become a socially responsible and contributing citizen.

Review of Evaluation Instruments

The group of measurement and evaluation instruments reviewed in this section is not meant to be exhaustive. The section is designed as a working copy to be refined and added to in accordance with state and local needs. The instruments reviewed are to serve as a representative sample of instruments which have some relevance for evaluation of career development guidance, counseling, and placement programs and products.

CAREER PLANNING PROGRAM

Educational Services Division
American College Testing Program
P. O. Box 168
Iowa City, Iowa 52240

"The Career Planning Profile is designed for guidance use with students considering post-high school vocational education." This profile has a student information section which includes a Vocational Interest Profile, and a section on ability measures. The entire profile is constructed to give the student some information on his own perceptions of himself and on how well he can expect to perform.

This instrument could be used in helping the student evaluate his proposed plans and perhaps open up other options for him. It could also be used in a twelfth grade program, to give students an assessment of their abilities and interests, to be followed up with job and vocational educational exploration, and perhaps some work experience.

DEVELOPMENT OF EVALUATION MEASURES FOR USE WITH NEIGHBORHOOD YOUTH CORPS ENROLLEES

Norman E. Freeberg
Educational Testing Service
Princeton, New Jersey

This is a book which begins by discussing the rationale for and development of evaluation measures for NYC enrollees. The measures being used include job knowledge, vocational plans and aspirations, interests, attitudes, etc. Theyhave low verbal reading level, clear pictorial content, and oral presentation.

These instruments can be used as stimuli in the classroom or assessment of a career development program. They are aimed at inner-city and culturally deprived students. This book serves as an example of the way in which an evaluation program can be set up.

THE GEIST PICTURE INTEREST

Harold Geist
Psychological Test Specialists
Box 1441
Missoula, Montana

The items on this test are triads of pictures. The student chooses which he would rather do or which is more interesting to him, etc., This instrument attempts to assess interest in eleven general areas such as persuasive, clerical, mechanical, etc. The special feature of this instrument is that it is aimed at those people with low verbal ability.

An adaptation of this device could be used with young children to assess their occupational understanding. They would not have to be able to read to use it.

HALL OCCUPATIONAL ORIENTATION INVENTORY

L. G. Hall
Follett Publishing Company
P.O. Box 5705
Chicago, Illinois 60680

The Hall Occupational Orientation Inventory (HOOI) measures occupational interests in terms of 1) psychological needs, 2) worker traits, and 3) job content characteristics. It is constructed so that each item relates to only one of those three major categories. The student rates these items according to how important he thinks they are in his future occupation.

Along with aiding in individual counseling and job placement, this instrument could also be used in the classroom in highlighting discussion on individual interests and how they relate to job categories. Also, it could aid students in understanding and valuing individual differences.

IMAGE OF THE WORLD OF WORK: DEVELOPMENT OF INSTRUMENTS AND EVALUATION

Rocky Mountain Educational Laboratory, Inc.
1620 Reservoir Road
Greeley, Colorado 80631

Included in this book are three attitude scales: 1) Opinions about work, 2) manpower attitudes, 3) work cases.

These could be useful in measuring change in student attitude toward the world of work after a unit on attitudes in a program. They could also be used as a stimulus in the classroom encouraging students to explore their own attitudes and values about working.

The section on work cases is a practical application of employability skills, especially maintaining a job.

INSTRUCTIONAL OBJECTIVES EXCHANGE-ATTITUDE TOWARD SCHOOL K-12

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

In general, the Instructional Objectives Exchange was established to:

"Serve as a clearinghouse through which the nation's schools can exchange instructional objectives, thereby capitalizing on the developmental activities of other educators rather than duplicating such efforts.

Collect and develop measuring techniques suitable for assessing the attainment of the objectives available through the exchange.

Develop properly formulated instructional objectives in important areas where none currently exist, that is, fill the gaps not covered by available objectives."

Specifically this booklet was designed to:

Reflect a number of dimensions of the learner's attitude toward learning. These attitudes are broken down into six scales.

1) The student's feelings about teacher behavior
2) The student's attitudes toward various chool subjects
3) The student's attitude toward learning experiences
4) The student's attitude toward the atmosphere in the school, i.e., social, rules, extracurricular activities
5) The student's feelings toward his relationships with is peers.
6) The student's general feelings toward school

The booklet is set up in such a fashion that the desired behavioral objectives are presented first and the instruments that measure those objectives second. Both the objectives and the tests are broken down by grade level from K through 12. The objectives are written in terms of the instruments used in measuring them.

This booklet is an example of the use of both behavioral objectives and criterion referenced measurement. The instruments are set up in such a way that they measure the attainment of the desired criterion behavior. The booklet could be utilized in assessing attitudes toward school, emphasizing student insight into his own attitudes and behavior. The format of the book is an outline and example of the utilization of behavioral objectives for the teacher who is setting up her program in this way.

INSTRUCTIONAL OBJECTIVES EXCHANGE-MEASURES OF SELF CONCEPT K-12

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

Specifically this booklet was designed to:

Reflect different dimensions of the learner's self concept utilizing four dimensions.

1) one's self esteem yielded from family interactions
2) one's self esteem associated with peer relations
3) one's self esteem derived from success or failure in scholastic endeavors
4) comprehensive estimate of how the self is esteemed

Again, the objectives are put forth first with the instruments following at the end. There are three types of reports used: 1) direct self report devices, 2) inferential self report measures, and 3) observational indicators. These instruments would be especially useful in a unit covering aspects of the Self Knowledge domain. They could be used both as stimulus devices in course work and in measuring devices to assess changes in the self esteem of the students.

THE MEASUREMENT OF ACADEMIC INTERESTS: CHARACTERISTICS OF THE ACADEMIC INTEREST MEASURES

Martin R. Katz, Lila Norris, and Gerald Halpern
Educational Testing Service
Princeton, New Jersey

"The items in the Academic Interest Measure are mainly straightforward descriptions of activities that purport to represent various school subject fields.

This instrument is intended mainly for use in guidance, but could also be used in stimulating thought and discussion on interests and individual differences.

MEASURES OF OCCUPATIONAL ATTITUDES AND OCCUPATIONAL CHARACTERISTICS

Robinson, Athanasiou, Head
Ann Arbor, Michigan

This book is a review of 77 scales of occupational attitudes and characteristics. The following chapter headings reflect the types of instruments discussed.

Ch. 5 General Job Satisfaction Scales
6 Job Satisfaction for Particular Occupations
7 Satisfaction with Specific Job Features
8 Factors from Some Multidimensional Analysis of Job Satisfaction
9 Concepts Related to Job Satisfaction
10 Occupational Values
11 Leadership Styles
12 Other Work-Relevant Attitudes
13 Vocational Interest Measures
14 Vocational Status Measures
15 Status Inconsistency: Some Conceptual and Methodological Considerations
16 Occupational Situs
17 Social Mobility
18 Occupational Similarity

This book discusses different instruments in each category giving item samples. The book represents a cross section of some scales in career development.

OHIO VOCATIONAL INTEREST SURVEY

Ayres G. D'Costa, David W. Winefordner, John G. Odgers, and Paul B. Koons, Jr.
Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017

The OVIS is a link between the individual seeking information about jobs and the occupational classification system provided in the DOT. The student rates job activities on a scale from "like very much" to "dislike very much". In this way he sets up a pattern of his likes and dislikes which are correlated with the DOT.

This instrument could be used both in single counseling sessions and in the classroom. The student could use his in assessing his interests and categorizing them according to occupations. It could also be used in a classroom situation where the relationship between the world of work and individual interests and differences were being discussed.

PROGRAMS FOR EDUCATION AND CAREER EXPLORATION KNOWLEDGE TEST

Athens, Georgia

This instrument measures student knowledge of the work world and occupations, i.e., knowledge about the amount of education necessary, considerations in job selection, attitudes about occupations, what types of decisions must be made, etc.

This is an example of the type of test that would follow a course of study on occupations to see if the criterion had been reached. It could also be used as a pre and post test in a career development program to see if the program has had any effect.

ROOM TO GROW

S. Theodore Woal, Supervisor
Vocational Guidance Service
Allen M. Stearne School
Hedge and Unity Steets
Philadelphia, Pa. 19124

ROOM TO GROW is an example of a project that created its own evaluation instruments to measure their objectives. Some examples of these instruments are:

THE WAY I FEEL ABOUT MYSELF

This is a rating scale on the student's self concept. He rates items such as, "I am a happy person" or "I like being the way I am," as to whether they are always, sometimes, or never like himself. An instrument like this would be valuable at the time when the students are trying to formulate their self concepts to measure changes in it.

ATTITUDE MEASUREMENTSCALE

This instrument measures student attitudes towards different occupations, for instance, whether or not a plumber is helpful, causes trouble, etc. An instrument of this type would be useful in measuring student biases towards different jobs and changes in attitude during a course of study on the importance of different jobs.

JOB ASPIRATION

This scale consists of four questions, two short answer and two multiple choice, and measures the student's future planning behavior. It also measures the difference between what the student would like to do after he completes school and what he thinks he will probably be doing after he completes school. Items like this could be used to measure a student's realism as far as his level of aspiration.

THEN AND NOW

This instrument has the student list what he did when he was younger and the things he does now. It also has the student choose from among pictures those that would fit someone three years old, someone six years old, and someone nine years old. These items would be excellent in measuring and stimulating students on the idea of how they change and grow.

SELF-APPRAISAL AND ASSESSMENT STRUCTURE

Stanley R. Ostrom
1953 Colleen Dr.
Los Altos, California

This instrument measures students' estimate of their own abilities in vocational fields such as scientific, mechanical, academic, etc. It also measures interest in each of eight fields.

This instrument assesses students' thinking about the future, consideration of new opportunities, the facing of reality about abilities, and the degree of understanding their own potential. It could be used to stimulate realistic thinking by the students about themselves, also discussion of alternatives. It is useful in motivating information seeking behavior on the part of the students.

THE SELF-DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING

John L. Holland
Consulting Psychologists Press
577 College Ave.
Palo Alto, California 94306

This instrument measures a person's assessment of his own occupational daydreams, activities, competencies, interests, etc. These are then translated into a three letter occupational code. The occupational code is used to search for suitable occupations in the occupation classification booklet.

This instrument "provides a vocational counseling experience by simulating what a person and his counselor do in several interviews." It can be used as a stimulus in such situations as separate content courses, individualized counseling situations, small group work and discussions, and as a spark to encourage individuals thinking in regard to what areas they need to explore in developing their own vocational plans.

SOME QUESTIONNAIRE MEASURES OF EMPLOYEE MOTIVATION AND MORALE

Martin Patchen
Publications Division
Institute for Social Research
University of Michigan
P.O. Box 1248
Ann Arbor, Michigan 48106

The specific employee characteristics which have been highlighted are:

1) Job motivation: level of aroused motivation on the job
2) Interest in work innovation: in finding new ways of doing things on the job
3) Attitude toward changes introduced into the job situation
4) Willingness to express disagreement with supervisors
5) Identification with the work organization

This monograph is mainly concerned with the reliability and validity of questionnaires of this type, but has some examples of exemplary items that could be useful in placement and follow-up programs.

VOCATIONAL PREFERENCE INVENTORY

John L. Holland
Consulting Psychologists Press
577 College Ave.
Palo Alto, California 94306

The student reads through a list of occupations and chooses those he likes, those he doesn't like, and those he is undecided about. "The complex clusters of personal traits which the inventory assesses yield a broad range of information about the subject's interpersonal relations, interests, values, self-conception, coping behavior, and identifications."

This instrument could be used as one of many devices to help an individual assess his personality, vocational interests, etc. Its primary use is in individual counseling situations.

INTRODUCTION TO RESOURCES SECTION

Following is a list of seventeen career concepts, each with the appropriate source materials that will furnish the teacher with the necessary references to find and develop learning activities for each grade level's developmental objectives. The teacher must write his own behavioral objectives for each developmental objective and then may use the resources below to structure suitable learning activities for their class grade level.

Concept 1. Understanding and accepting self and others affects career development.

Grades K - 3

Guideline of Career Development Activities--A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. State Board for Vocational Education. Bismarck, North Dakota, p. 7; 85-90.

World of Work - Elementary Multimedia Instructional Materials, Singer/SVE Society for Visual Education, Inc., Chicago, Illinois, 2-3.

What About Vocational Education? - A guideline for Career Awareness. Washington State Coordinating Council for Occupational Education, Olympia, Washington, Part 3, 10-11; 19-20; 31-32.

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 1-51; 69-85; 91-112.

K-12 Guide for the Integration of Career Development into Local Curriculum. Wisconsin Department of Public Education, 59-63; 72-74.

A Career Guidance Manual for Elementary Teachers. Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, Detroit, Michigan. 54; 64-75.

Grades 4 - 6

Career Development Guidelines-Grades 4 - 6. Instructional Services Division, Unified School District Number1, Racine, Wisconsin, 2-5; 17-19.

Manpower and Economic Education - Opportunities in American Economic Life. Joint Council of Economic Education, N. Y., N. Y. Also Teacher's Manual. 109-112; 155-162; 191-210; 225-234; 293-296.

Pre-Vocational Education. State Department of Education, Office of Vocational Education, Columbia, South Carolina. 16-18.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. State Board for Vocational Education, Bismarck, North Dakota. I4-I12; I49; I62-I66.

World of Work - Elementary Multimedia Instructional Materials, Singer/ SVE-Society for Visual Education, Inc. Chicago, Illinois. 2-3.

What About Vocational Education? A guideline for career awareness. Washington State Coordinating Council for Occupational Education, Olympia, Washington, 14, 16, 19-20, 40-43.

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan. 1-51; 69-85; 92-112.

K-12 Guide for the Integration of Career Development into Local Curriculum. Wisconsin Department of Public Education. 83-91; 97-102; 117-121.

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project. Wayne State University - Detroit Public Schools, Detroit Michigan. 115-120.

Grades 7 - 9

Manpower and Economic Education - Opportunities in American Economic Life Joint Council of Economic Education, N. Y., N. Y. Also Teacher's Manual. p. 109-112; 115-162; 191-210; 225-234; 293-296.

Pre-Vocational Education, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 16-18.

The World of Work - Orientation and Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 105-118; 125-146.

Seventh Grade Occupational Guidance Program (Tentative). Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, Unit III, 1-74; Unit VII, 22-53; Unit VIII, 10-28.

ERIC (Educational Resources Information Center) Reports, Leasco Information Products, Inc., Bethesda, Maryland. #ED024965. 28, 35, 76-89, 125-152; #ED024767. 50-73.

Occupational Essentials - Skills and Attitudes for Employment, Johnson Press, Inc., Vocational Education Division, Rockford, Illinois. 1-33; 171-189.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin. 1-4; 9-11; 28-30, 43-47; 49-53; 55-59; 60-61; 82-84.

Career Exploration. State Department of Vocational and Technical Education State of Oklahoma, 1970, 5-11; 16-17; 24-29; 38-44; 87-91; 104-107.

Guidance Curriculum Guide: Career Development, Intermediate Level State of Hawaii, Department of Education, Office of Instructional Services. 41-103; 122-125; 140-141.

There's Nobody Just Like You, McGraw-Hill, $8.50, Color filmstrip on self.

Your Personality, The You Others Know. Guidance Associates, $35.00. Two part sound filmstrip in which peers discuss positive and negative personality traits, relationship between personality and physical appearance, realistic self-improvement goals, workirg for self discovery.

Discovering Myself - American Guidance Service, 1962. One of a series of graded guidance texts. Flip charts to stimulate discussion are also available.

Discovering Yourself by Marjorie Cosgrove, Science Research Associates, Inc., 1969, $1.95. Helps develop the concept of self: includes self appraisal charts, quizzes, examples, lists films, readings, groups activities and materials for class projects and discussion.

Exploring Your Personality. Science Research Associates, Inc., 1969, $1.95. Helps develop the concept of self; includes self-appraisal charts, quizzes, examples, lists films, readings, group activities, and materials for class projects and discussion.

Focus (Discovery Through Guidance) -- by Charlott Marie Bruck, The Bruce Publishing Company. A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus.

Guidance Text and Charts - American Guidance Service, Inc. Series focus is on self understanding, friends, school, groups, family and education.

Learning Equals Earning. NEWIST. TV Guidance Series. First seven programs on self-understanding are followed by two on school guidance services and twenty video-taped field trips into business and industry.

Films with Booklets - Association Films, Inc., Free rental, 16 mm. sound films with booklets on career information and personal guidance.

Rogers, Carl R., Freedom to Learn, Published by Charles E. Merrill, 1969. Contains good background information on values for teachers and counselors, especially Chapter 12.

You and Your Values - Science Research Association., Booklet.

All About You - by William Menninger, Science Research Associates, $1.80. Booklet in Junior Guidance Series. Covers who are you, family tree, family life and you, how you got that way, what do you need, how do you act, and making the most of you.

Understanding Your Needs - Lyons and Carnchan.

You're Growing Up. Scott, Foresman.

Cutting the Apron Strings ROA's Films, 8 mm, 45 frames. Shows how teens can prove they are responsible and dependable.

The Problem with Parents - ROA's films, 9 min., 46 frames, covers identification, communications, mutual respect.

Two filmstrips and two cassettes - Your Personality-The You Others Know. Published by Guidance Associates, $39.00.

Discovering the Real You by Singer Education and Training Products - Society for Visual Education (SVE), $7.25. Sound Filmstrip, 50 frames, 10 min.

Interests Pay Off - Popular sciences Audiovisual: $6.75. Captioned filmstrip shows how to relate interests along with aptitudes and abilities to one's life work.

Aptitudes and Occupations - Coronet Films B/W $97.50: Color $195.00; 1½ reels, 16 mm --students and counselor examine scholastic achievement, aptitude and interest. Tests used to guide students toward the selection of a satisfying occupation.

What Troubles the Troublemaker, published by Popular Science Audio-Visual. $6.75.

Two filmstrips and two cassettes. Think of Others First, published by Guidance Associates, $39.00.

Why Should I Care How He Feels, published by Popular Science Audio-Visual. $6.75.

About You by Marjorie Cosgrove, Science Research Association, $1.85. Helps student understand himself and others.

The "Coping With" Books (copy info on p. 208 of SCOPE Teacher Supplement-Judy)

My Career Guidebook by Belman and Shertzer, 50 pgs--Student Books and Counselor and Teacher's Manual. Two parts (1) My Personal Qualities (2) My Career Plans. Gives introduction to each worksheet--then questionnaire, etc., to be filled out by the student. Assumes some prior occupational knowledge and terminology. Reading level average-high. Published by Bruce Publishing Company.

How to Choose Your Work by Edna Stone. 60 pgs. Information and worksheets in 3 parts: (1) What Do You Want To Do? (2) What Can You Do? and (3) Kinds of Work Available to You. Excellent discussions on, for example, 8 goals or reasons why people work, self-ratings, exploring personal attributes, job outlook and classifications of jobs. Good aid for enriching discussions. Average reading levels, published by Bruce Publishing Co.

Adventures in Growth by Paul Meyer, Success Motivation Institute, Occupational kits and information $599.00. Complete Series. Six cassette-taped lessons for pre-teens including "Becoming Someone You Like," "Learning is Exciting," "A Life Full of Living." (Part of Family Achievement Planner Series.)

SCOPE Magazine--a monthly magazine with some articles appropriate for values clarification. Average reading level, available from Scholastic Book Service at $1.85 per school year.

Occupations and Careers (Grades 7-12) 372 pages. Part I - a portion of Part I deals with learning about self. Contains old pictures, but up-to-date information. Average-high reading level. Available from Webster Division/McGraw-Hill for $5.22.

Values and Teaching by Lois E. Roths, Merrill Harman and Sidney B. Simon. Working with values in the classroom. Theory and ideas for implementation. 274 pages. Recommended for use by teacher. Published by Charles E. Merrill, $3.95, 1966.

You: Today and Tomorrow by Martin R. Katz. Contains teacher's guide (32 p.) and student books (102 p.) written for 8th and 9th grades. Has units on abilities, values, interests, occupations, education and making choices. Good examples and explanations of concepts. Average reading level. Published by Educational Testing Service.

Life in the Teens - Success Motivation Institute. $599.00 - complete series. Ten cassette-typed, lessons for teenagers including aids in self-understanding, motivation for success in school, and selecting and planning your career. Occupational kits and information.

Sextant Series - Sextant Systems, Inc. A guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profile forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide.

Utah's Junior High Career Guidance Curriculum - Student-Centered Occupational Preparation and Exploration (SCOPE) Unit 2 - p. 19-27 on Interests and Aptitudes, and Unit 3 on Needs, Values and Decisions, p. 27-51. Lesson 4, Unit 7, p. 163-168 - Personal Characteristics for Job Preparation.

Being Different, St. Paul Public Library, 11 min., 16 mm. film of a 13-year old boy who is ridiculed because of his hobby. Should he pursue his interest or conform to opinions of friends?

Finding Your Orbit 8005 - Haldman, Hoffman, Moore and Thomas. Chronicle Guidance Publications, Inc., 1966, $1.00. Helps students (608) analyze their abilities, intersts and aptitudes and use these insights to investigate appropriate occupational and educational opportunities.

Your Abilities by Virginia Ballard, Science Research Associates, 80¢ each A booklet in Junior Guidance Series. Covers mental, artistic, and physical abilities, ability to make it, build it, or fix it, and ability to get along with others.

Do You Like To Work With Ideas, People or Things? Wisconsic State Employment Service, Free. Lists jobs dealing primarily with people, things, ideas, ideas-people.

Open Door Books - Sextant System, Inc. Twenty-four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size.

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan. 1-3; 52-55; 69-72; 86-89; 92-94; 113-117.

K-12 Guide for the Integration of Career Development into Local Curriculum, Wisconsin Department of Public Education. 128-133; 140-143; 165-167.

Grades 10-12

Deciding: A Leader's Guide College Entrance Examination Board, New York, 14-19, 31.

Occupational Cluster Guide - Curriculum Guide for Marketing, Oregon Board of Education, Salem, Oregon, A1-A17.

Career Planning - Search for a Meaningful Future, Guidance Center, The College of Education, University of Toronto, p. 2-39.

Planning Ahead for theWorld of Work, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, p. 1-8.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. State Board for Vocational Education, Bismarck, North Dakota, H10.

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 66-72; 90-94.

K-12 Guide for the Integration of Career Development into Local Curriculum, Wisconsin Department of Public Education. 174-179; 187-193; 223-225.

Concept 2. The individual should be self-governing in order to be prepared for work.

Grades K - 3

NONE

Grades 4 - 6

World of Work Unit, Banking, (Grades 5 and 6).

Grades 7 - 9

Cutting the Apron Strings - ROA's Films, 8 mm, 45 frames. Shows how teens can prove they are responsible and dependable.

Utah's Junior High Career Guidance Curriculum - Student-Centered Occupational Preparation and Exploration (SCOPE) Unit 6, Lessons 1 - 3: Why Study, Study Habit Assessment, Drop out Assessment, p. 128-138.

What Good Is School? No. A 778-5 by Singer (SVE), 1345 Diversey Parkway, Chicago, Illinois 60614, $5.50. This filmstrip relates studying to the world of work; relates areas in the future to this amount of education gained now; focuses attention on the rewards coming from studying different subjects.

Your Occupation - Student, published by Popular Science Audio Visuals. $6.75.

Quest (Discovery Through Guidance) by Charlotte Marie Bruck, The Bruce Publishing Co. A group guidance booklet for 7th graders with units on educational quest, social quest, personal quest, and vocational quest.

California Study Methods Survey - Yields the following scores: attitudes toward school; mechanics of study, planning, and system. Published by LTB/ McGraw-Hill.

Demos D. (Dropout) Scale - Measures attitudes in 4 areas: Toward teachers; toward education; influecnes by peers or parents; and school behavior. Published by Western Psychological Service.

School Interest Inventory - Designed to help predict which students are potential dropouts. Published by Houghton-Mifflin Co.

"Is it Smart for You to Quit School?" GPO: 1965 0-756-598, distributed by the U. S. Army. Pamphlet includes steps to be considered before dropping out. It explains each step: (1) be sure your feelings about school are based on facts; (2) be sure you'll be able to get the job you want; (3) be sure you really know what you'll be missing if you drop out.

The World of Work - Educational Systems for Industry. Twenty taped cassettes about work environment and on-the-job interpersonal relations, employee expectations, behavior that will help get promotions, etc.

Grades 10 - 12

NONE

Concept 3. Work has dignity as it contributes to society.

Grades K - 3

What About Vocational Education? A Guideline for Career Awareness. Washington State Coordinating Council for Occupational Education, Olympia, Washington, 25-27; 33.

World of Work Unit, The Small Farmer, (Second Grade)

World of Work Unit, Political Workers - City, (3rd Grade)

Grades 4 - 6

Career Development Guidelines Grades 4 - 6. Instructional Services Division, Unified School District Number 1, Racine, Wisconsin. 6-7.

Manpower and Economic Education - Opportunities in American Economic Life. Joint Council of Economic Education, N. Y., N. Y., also Teacher's Manual, 1-4; 29-40; 155-162.

Grades 7 - 9

Manpower and Economic Education - Opportunities in American Economic Life. Joint Council of Economic Education, N. Y., N. Y., also Teacher's Manual. 1-4; 29-40; 155-162.

Career Development Guidelines, Division of Instructional Services, Unified School District, No. 1 of Racine County, Racine, Wisconsin, 5-7.

Career Exploration - State Department of Vocational and Technical Education State of Oklahoma, 1970.

The World of Work -- Orientation and Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 3 - 20.

A Man's Work - Fifty long-playing records plus instructor's guide. Contains one hundred recorded on-the-scene interviews with men talking about their work. Each record has 17 to 22 minutes playing time. Average to high verbal comprehension. Published by McGraw-Hill, Inc., $258.50.

Occupational Interview Cassettes - Imperial International Learning. Carlton Films. A series of 50 on-the-job interviews provides students with insights into the work-a-day world from people who actually do the work.

On-the-job Interview Series - Valient IMC. 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes.

Grades 10 - 12

NONE

(not graded)

Activity Book, Our Working World, Cities at Work, (Teacher's editions would be helpful), Lawrence Senesh, 1965, SRA, Stan McClellan, Representative, 262-1679.

I Know a Mayor, Barbara Williams, 1971, George Putname Sons, Inc.

"Government at Work," Our Working World, Neighbors at Work, Lesson 10, Script Book, Set of 8, Speed 33⅓, Monaural, SRA.

"The City and Government," Our Working World, Cities at Work, Lesson 7, Script Book, Sound Filmstrip, Set of 12 filmstrips, 6 records, Speed 33⅓ Monaural, SRA.

A City Is Services, 35 frames, color, Imperial Film Co., P. O. Drawer 1007, Lakeland, Florida 33803.

Sound w/r: "The City and Government," Our Working World, Cities at Work, Lesson 7, 85 frames, color, SRA, Stan McClellan, Representative.

What is a Mayor? 40 frames, color, Troll Associates, c/o Education Reading Services, 320 Rt. 17, Mahwah New Jersey 07430

Our City Government, 9½ minutes, Color, black and white, Baily Film Associates, c/o Wally Walker, P. O. Box 477, Aurora, Colorado 80010.

Man and His Communities, #053037, 1971, Benefic Press, 10300 W. Roosevelt, Westchester, Ill., 60153, Teacher's Edition #52126.

Man and His Cities, #52035, 1971, Benefic Press, 10300 W. Roosevelt, Westchester, Ill., 60153, Teachers Edition #052134.

Know Your Country, M. B. Harris, Chairman, 1971, League of Women Voters of Salt Lake City, 211 E. 3rd South, S. L. C., Utah.

Our Working World, Neighbors at Work, Lawrence Senesh, 1965, SRA, Stan McClellan, Representative, 262-1679.

Our Working World, Cities at Work, Lawrence Senesh, 1965, SRA, Stan McClellan, Representative, 262-1679.

Resource Unit, Our Working World, Neighbor at Work, 1965, SRA, Stan McClellan, Representative, 262-1679.

Concept 4. An individual works to satisfy personal and social needs.

Grades K - 3

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing world of work. State Board for Vocational Education, Bismarck, North Dakota, p. 71.

Grades 4 - 6

A Career Guidance Manual for Elementary Teachers. Developmental Career Guidance Project. Wayne State University - Detroit Public School, Detroit, Michigan. 121.

Career Development Guidelines Grades 4 - 6. Instructional Services Division. Unified School District Number 1, Racine, Wisconsin, 11-12

Grades 7 - 9

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1, Racine County, Racine, Wisconsin, 8-10; 14-19.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970. 108-111.

The World of Work - Orientation and Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 21-24.

Utah's Junior High Career Guidance Curriculum - Student-Centered Occupational Preparation and Exploration (SCOPE) Unit 4, Lesson 1-Why Work pp. 52-55.

Society for Visual Education filmstrip and record #C788-1 - An Introduction to Vocation. This filmstrip discusses the topics; who are you, definition of vocation, responsibility for decision-making, and work as a major expression of life's commitment.

SVE filmstrip and record #C788-2, The World of Work. This filmstrip discusses: why we work, what work is, relationship between work and self-understanding, introduction to classifications to work, resources available to understand the world of work.

Occupations and Careers. Published by Webster Division/McGraw-Hill. Chapter 1 - "Why Study Occupations" could also be part of introduction.

Filmstrip, What Do I Want To Be, published by Popular Science Audio- Visuals. $6.75.

Filmstrip, The Meaning of Success, published by Popular Science Audio-Visuals. $6.75.

Two filmstrips and two cassettes, Preparing for the World of Work, published by Guidance Associates. $39.00.

Finding Your Life Work, Bureau of Audio-Visual Instruction, $3.50 rental, 20 min., 16 mm. film points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions.

Your Life of Work, Popular Science Audio-Visuals, Inc., $6.75. Captioned filmstrip emphasizes planning for one's life work through an understanding of work and its economic, emotional, and social importance to the individual.

The Meaning of Work, Popular Science Audio Visuals, Inc., 1970, $6.75. Captioned filmstrip depicts work as man's major activity and discusses the changing nature of the work force.

Why Work At All? Guidance Associates.

World of Work Filmstrip Series - Edu-Craft, Inc., $15.00 each. Series of 50 sound color filmstrips provides a comprehensive program of prevocational attitude building and orientation designed to create an awareness of the world of work.

Your Life at Work - Popular Science Audio Visuals, Inc.

Career/Vocational Guidance Series - Guidance Associates. A career information series of filmstrips to help students express personal feelings about work, upgrade ambitions, emphasize importance of early preparation and planning, etc.

Going Places - Educational Film Library, 1966, $95.00, 8 min., 16 mm. color film fantasy of teenagers taking over jobs to which they aspire. A youthful narrator offers constructive suggestions for students. Used to motivate toward education and training for careers.

How to Choose Your Work by Edna Stone. 60 pages. Information and discussions on 8 goals or reasons why people work, etc. Average reading level by Bruce Publishing Co.

Grades 10 - 12

NONE

Concept 5. Education and work are interrelated.

Grades K - 3

Guideline of Career Development Activities- A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, 6; 9; 41; 53-70; 77-84; 92-125.

World of Work - Elementary Multi-media Instructional Materials, Singer/SVE Society for Visual Education, Inc., Chicago, Illinois, 4-7.

What About Vocational Education? A Guideline for Career Awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 11-13; 20-21; 22-23; 28-29; 33.

K-12 Guide for the Integration of Career Development into Local Curriculum. Wisconsin Department of Public Education, 64-71; 75-82.

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project. Wayne State University - Detroit Public Schools, Detroit, Michigan, 36-44; 45-53; 55-62.

World of Work Unit, Our School Workers, Grade 1.

Is Anybody Hungry? Aldis, Dorothy, G. P. Putnam's Sons, 1964.

Time for Poetry, Arbuthnot, May Hill, Scott, Foresman & Co., 1961.

Miss Terry at the Library, Barr, Jene, Albert Whitman & Co., 1962.

Good Morining Teacher, Barr, Jene, Albert Whitman & Co., 1957.

The True Book of Schools, Elkin, Chicago, Children's Press.

I Want to be a Teacher, Greene, Carla, Follett, 1963.

I Want to be a Librarian, Greene, Carla, Follett, 1960.

I Want to be a Nurse, Greene, Carla, Follett, 1963.

At School, Hanna, Paul & Hoyt, Some Others Who Help Us (text), Scott, Foresman, and Company, 1963.

Our Principal Helps Us, Hanna, Paul & Hoyt, Scott, Foresman & Co., 1965.

School Helpers, Hoffman, Los Angeles, Melmont, 1955.

About Helpers Who Work at Night, Hoffman, Elaine & Hefflefinger, Children's Press, 1963.

Work Around the World, Jackson, Becker, Raulin, Morristown, New Jersey, Silver Burdett.

Policeman Small, Lenski, Lois, Henry Z. Walck Inc., 1962.

Our Working World, Senesh, Lawrence, Chicago, SRA, 1965.

Let's Find Out About Policemen, Shapp, Marthy & Chas., Franklin Watts, Inc., 1962.

You and Your Friends, Stanek, Muriel & Francis Munson, Chicago, Benefic Press, 1966.

In Our School, Stanek, Muriel, Westchester, Ill., Benefic Press, 1968.

In Our Class, Stanek, Muriel, Westchester, Ill., Benefic Press, 1968.

Penney Pencil, Taler, Mike, Harper & Row, 1963.

Childcraft, Volume 10. (Child Craft).

School Workers (W.O.W.) $6.00, Eye Gate House, Inc., 146-51 Archer Avenue, Jamaica, N. Y., 11435.

School Helpers (7723C-S1), Our Job in School (7724C-S1), Part of the Team (7725C-S1), Encyclopedia Britannica Films.

School Workers F210-1, 45 frames, 7 minutes, Filmstrip $7.25, Record $3.75.

Schools 221-6, Captioned filmstrip, $6.00, SVE, 1345 Diversey Parkway, Chicago, Ill. 60614.

School Friends & Activities 207-3, 50 frames, captioned filmstrip, $7.00.

Set SP-126, School Friends and Helpers, 8 study prints, $8.00, SVE, 1345 Diversey Parkway, Chicago, Ill. 60614.

Innovations in Vocational Guidance: A National Compendium, High Priority Education Project, State University System of Florida, Division of Academic Affairs, Tallahassee, Florida. 1-7.

Career Development in the Elementary School-A Guidebook for Teachers & Guidance Counselors, State of Main, Department of Education, Bureau of Vocational and Adult Education, Augusta, Maine, 17-53.

A Guide For Developmental Vocational Guidance. The Department of Vocational Technical Education, The Guidance and Counseling Division, Oklahoma State Department of Education, 2-38.

Grades 4 - 6

Innovations in Vocational Guidance: A National Compendium, High Priority Educationa Project, State University System of Florida, Division of Academic Affairs, Tallahassee, Florida, 1-7.

People and Choices - Career Folios, Harcourt Brace Jovano ich, Division of Urban Education, San Francisco, California.

Books for a more effective guidance Program, Julian Messner-A division of Simon & Schuster, Inc., N.Y., N.Y.

A Guide For Developmental Vocational Guidance, The Department of Vocational Technical Education, The Guidance and Counseling Division, Oklahoma State Department of Education.

Career Development Guidelines Grades 4 - 6. Instructional Services Division Unified School District Number 1, Racine, Wisconsin, 13-16; 34-36.

Manpower and Economic Education - Opportunities in American Economic Life. Joint Council of Economic Education, N.Y., N.Y., also Teacher's Manual, 235-254; 269-276; 297-304.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, I41; I55-I59; I74.

World of Work - Elementary Multi-media Instructional Materials, Singer/SVE Society for Visual Education, Inc., Chicago, Illinois, 4-7.

What About Vocational Education? A Guideline for Career Awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 14-16; 17-18; 20-21; 22-23; 36; 43-44; 53-56.

K-12 Guide for the Integration of Career Development into Local Curriculum, Wisconsin Department of Public Education, 92-96; 103-116; 122-127.

A Career Guidance Manual for Elementary Teachers. Developmental Career Guidance Project, Wayne State University - Detroit Public Schools, Detroit, Michigan, 79-103; 110-115; 135-136; 145-146.

Grades 7 - 9

Guidance of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Lismarck, North Dakota, J6-J7; J33-J34; J47.

Innovations in Vocational Guidance: A National Compendium, High Priority Education Project, State University System of Florida, Division for Academic Affairs, Tallahassee, Florida, 8-28.

Man: His Life and Work. A Career Orientation Manual for Teachers of 7th and 8th Grade, Social Studies; Activity Manual. Department of Educational Program, Cincinnati Public Schools, Ahl-SS10.

Career Orientation, A Unified Approach, Cincinnati Public Schools: Mathematics 14-124; Science 1-219; English 5-77.

Exploring Occupations - Guidelines for Implementation of Programs of Occupational Exploration and Awareness in Delaware Schools Vocational Educational Division, Department of Public Instruction, Dover, Delaware, 14-63.

Career Education - Jr.-Sr. High Multi-media Instructional Materials. Singer/SVE - Society for Visual Education, Inc., Chicago, Illinois, 2-7.

People and Choices - Career Folios, Harcourt-Brace-Jovanovich, Division of Urban Education, San Francisco, California.

Books for a more effective guidance program, Julian Messner - A division of Simon & Schuster, Inc., N.Y., N.Y.

Foundations for a Seventh Grade Guidance Unit. The Vocational Guidance Division, Utah State Department of Public Instruction. Part II.

Career Orientation, A Unified Approach, Cincinnati Public Schools: English, 14-36; Mathematics 37-38; Science 39-41; Social Studies 42-51; Home Economics, 52-81; Industrial Arts, 82; Art, 82-84.

Career Development, Robbinsdale Area Schools, District 281, Minneapolis, Minnesota: English, 7-40; Math, 41-64; Science, 65-98; Social Studies, 99-139.

Career Orientation Supplement to The World of Construction, The World of Manufacturing, Career Orientation Curriculum Committee, 4-123.

Career Related Math Units, Teachers Edition, Robbinsdale Area Schools, Independent School Districts, Minneapolis, Minnesota.

A Guide for Developmental Vocational Guidance, The Dept of Vocational Technical Educatio, The Guidance and Counseling Division, Oklahoma State Department of Education, 83-122.

K-12 Guide for the Integration of Career Development into Local Curriculum, Wisconsin Department of Public Education, 134-140; 144-164; 168-173.

Manpower and Economic Education-Opportunities in American Economic Life, Joint Council of Economic Education, N. Y., N. Y., also Teacher's Manual, 235-254; 269-276; 297-304.

Career Development Guidelines, Division of Instructional Services, Unified School District, No. 1 of Racine County, Racine, Wisconsin, 19-28; 39-41; 65-72; 74-80.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 30-37; 115-121; 148-149.

Guidance Curriculum Guide: Career Development, Intermediate Level State of Hawaii, Department of Education, Office of Instructional Services, 104-121, 126-137, 167-224.

The World of Work - Orientation and Guidance, Teacher's Guide, State Dept. of Education, Office of Vocational Education, Columbia, South Carolina, 119-122; 147-150.

Seventh Grade Occupational Guidance Program (Tentative) Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah. UnitII: 2-30; Unit V: 2-16; Unit VI: 4-30; Unit VII: 2-21.

ERIC (Educational Resources Information Center) Reports, Leasco Informati Products, Inc., Bethesda, Maryland. #ED025652, 38-41; #ED024965, 36-40; 51-75; 159-160; #ED024767, 42-47; 50-73.

Utah's Junior High Career Guidance Curriculum-Student-Centered Occupational Preparation and Exploration, Unit 5-Educational Levels 97-126 and Unit 6-School Preparation 128-153.

Utah Job Guide publication, "School Dropout Data."

Poster on Dropouts. Prices from $1.95 to $3.33 for about 9 posters, colored or uncolored. Published by Jon Kennedy Cartoons.

a. "Dropping Out: Road to Nowhere." A kit consisting of two filmstrips and two records. Cost: about $45.00. Published by Guidance Assoc.
b. "Drop-Out or Drop-In." A filmstrip. Cost: $6.75. Published by Popular Science Audio-Visual.
c. "Four Who Quit." A filmstrip with cassette. Cost: $39.00. Published by Guidance Associates.

Careers and Occupations. Published by Webster Division/McGraw-Hill. Contains in its appendix, charts showing jobs for four levels of training: less than high school, high school, junior college, technical or other specialized training, and college education. Occupation; number employed, qualifications and training; and employment opportunities and trends are all shown.

World of Work Series - McGraw-Hill Films. This series of sound filmstrip covers a variety of entry occupations that require little or no training.

Employment Opportunities Series - Avid Corporation, Instructional System Division. Series helps students become aware of a variety of non-professional opportunities for high school graduates.

World of Work Series - McGraw-Hill Films. This series of sound filmstrips covers a variety of entry occupations that require little or no training.

Planning Beyond High School - Valient IMC. This series of six records, tapes or cassettes helps the student investigate the broad range of alternatives open to him after he graduates from high school.

Aim High Library - Richard Rosen Press, Inc. Series of career information books for those not planning post-high school education.

Job Guide for Young Workers - U. S. Government Printing Office, 1969-70, $1.50. Presents highlights on entry jobs or fields of work frequently held by young people leaving high school. Includes tips on how to get a job.

Leaflets entitled, "The Wonderful World of Home Economics." The series relates careers in: Art, Family-Economics-Home Management; Family Relations and Child Development; Food and Nutrition; Home Economics Education; Housing Furnishings and Equipment; Institution Administration; Textiles and Clothing. Published by American Home Economics Association. 1600 Twentieth Street, N.W., Washington, D. C. 20009. Costs 2¢ each.

Series of leaflets entitled: "English and Your Career," "Science and Your Career," "Foreign Languages and Your Career," "Math and Your Career," "Social Science and Your Career," "Biology and Your Career," "Thinking of an Office Job," "Your Job as a Repairman or Mechanic."

They are published by the Superintendent of Documents, Washington, D. C. 20402. In each leaflet are listed available reprints from the Occupational Outlook Handbook on occupations which require post-high school training in that subject. They are good sources for: (1) inexpensive reprints about certain jobs, (2) list of jobs related to various school subjects, and (3) basic reasons for studying the various subjects.

You'll Need Math - pamphlet published by the Mathematical Association of America, 1225 Connecticut Ave., Washington, D. C. 20036.

Posters - published by J. Weston Walch

a. Careers in Athletics - 18 posters for $3.00.
b. Health Careers - 18/$3.00
c. Mathematics in Occupations
    1. Computers in Occupations - 18/$3.00
    2. Calculus in Occupations - 18/$3.00
    3. Trigonometry in Occupations - 18/$3.00
    4. Math in Science and Technology - 18/$3.00
    5. Geometry in Occupations - 18/$3.00
    6. Algebra in Occupations - 18/$3.00
    7. Arithmetic in Occupations - 18/$3.00
    8. Opportunities in Mathematics - 20/$1.75
d. Careers in Art - 18/$3.00
e. Careers for Good Speakers - 18/$3.00
f. Careers for Good Writers - 18/$3.00
g. Careers in Music - 18/$3.00
h. Fashion Careers - 18/$3.00
i. Careers in Home Economics - 18/$3.00
j. Poster Sets on Science in Everyday Life
    1. Biology in the Service of Man - 18/$3.00
    2. Chemistry in the Service of Man - 18/$3.00
    3. Physics in the Service of Man - 18/$3.00
    4. Opportunities in Science - 22/$1.75
    5. Atomic Science in the Service of Man - 20/$3.00

Utah Job Guide's, "Employment Earnings are Related to Education." Page 132. Published by the Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah.

Pamphlet "Is It Smart for You to Quit School/" Distributed by the United States Army. GPO: 1965 0-756-598. This pamphlet includes three steps to be considered before dropping out. It explains each step: (1) be sure your feelings about school are based on facts; and (2) be sure you'll be able to get the job you want; (3) be sure you really know what you'll be missing if you drop out. The pamphlet answers some questions which go with each step.

Guidance Series Booklet, School Subjects and Jobs by John H. Brochard. SRA Reorder No. 5-1180. A very useful chart of school subjects and jobs. School subjects are not listed for jobs from the point of view of graduation requirements but rather from that of the knowledge and activities the job demands.

A section on various school subjects and how they relate to jobs and vocations from the research publication, Foundations for a Seventh Grade Guidance Unit. HEW Office of Education, Bureau of Research: May, 1970. Use of the activities mentioned is recommended for teacher's or groups' presentations. Contains:

Art - As It Relates to Jobs and Vocations.
English - As It Relates to Jobs or Vocations.
Mathematics - Today's Jobs - Tomorrow's Jobs.
Physical Education and Health - As It Relates to Jobs.
Science - As It Relates to Jobs or Vocations.
Social Studies - As It Relates to Jobs or Vocations.

Job Reviews - National Association of Manufacturers. Booklets provide information on entry jobs not requiring more than a high school diploma.

Careers Without College - Wisconsin State Employment Service, Free Booklet discusses the world of work and several occupational fields not requiring a college education.

"Happiness is Doing Well What You Do Best," and/or "But What About Utah's Vital 80%?"--the 1970 annual report of the Utah State Advisory Council for Vocational and Technical Education. Direct reprint inquiries to: Jack C. Higbee, Executive Director, Utah State Advisory Council for Vocational and Technical Education, 771 East 8th South, Salt Lake City, Utah 84102.

"25 Technical Careers You Can Learn in 2 Years of Less." Free reprints available from Careers, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Apprenticeship - Past and Present - U. S. Government Printing Office 25c - Pamphlet traces development of apprenticeships from early days to present and points to future.

Filmstrip, What Good is School? No. A778-5, by Singer (SVE), 1345 Diversey Parkway, Chicago, Illinois 60614, $5.50. This filmstrip relates studying to the world of work; relates careers in the future to the amount of education gained now; focuses attention on the rewards coming from studying different subjects.

Leaflet, "This is Your Job Competition - Stay in High School," given upon request from American School, Drexel Avenue at 58th Street, Chicago, Illinois 60637. Leaflet talks about: you will find it easier to get a job; get a better job; be promoted faster; make more money; be prepared for professional training; have a richer, fuller life.

Brochure, "Stay Ahead, Stay in School," by the President's Council on Youth Opportunity. Published by the U. S. Government Printing Office: 1968. No. 0-317-221.

"Coping With" book entitled, Grades, What's So Important about Them, Anyway, by C. Gilbert Wrenn and Shirley Schwarzrock. Published by American Guidance Service.

Filmstrip, Your Occupation - Student, published by Popular Science Audio Visuals. $6.75.

Grades 10-12

A Guide for Developmental Vocational Guidance, The Department of Vocational Technical Education, The Guidance and Counseling Division, Oklahoma State Department of Education, 123-161.

Exploring Occupations - Guidelines for Implementation of Programs of Occupational Exploration and Awareness in Delaware Schools, Vocational Educational Division, Department of Public Instruction, Dover, Delaware.

Career Education - Jr.-Sr. High Multimedia Instructional Materials, Singer/SVE-Society for Visual Education, Inc., Chicago, Illinois, 2-7.

Cooperative Occupational Education Program, Jefferson County Public Schools, Lakewood, Colorado, and State Board for Community Colleges and Occupational Education, Denver, Colorado, pp. 12-61.

Barron's Guide to the Two-Year Colleges, Vol. I & II, Barron's Educational Series, Inc., Woodbury, N. Y., Vol. I 2-291; Vol. II 2-101.

Vocational Career Guide for Connecticut. Connecticut State Department of Education Division of Vacational Education, 3-66.

Directory of Educational Opportunities in Maine, Cooperative Extension Service, University of Maine, Orono, 1-65.

You and a Vocational-Technical School, Pupil Personnel Services Section and Vocational Education Division, Minnesota Department of Education, St. Paul, 1-23.

Working Together - Career Development and Occupational Information Institutes, Arizona State University, 1-342.

Innovations in Vocational Guidance: A National Compendium, High Priority Education Project, State University System of Florida, Division of Academic Affairs, Tallahassee, Florida, 29-58.

Guideline of Career Development Activities--A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, H5, H11-H12, H24, H29.

K-12 Cuide for the Integration of Career Development into Local Curriculum. Wisconsin Department of Public Education, 180-186, 194-222, 226-232.

Career Guidance Manual for Secondary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 40-46, 52-53, 77-119.

Occupational Cluster Guide - Curriculum Guide for Marketing, Oregon Board of Education, Salem, Oregon, 28-112, A1-A11.

Career Planning - Search for a Meaningful Future, Guidance Center, The College of Education, University of Toronto, 40-63; 66-103.

Planning Ahead For the World of Work, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, 10-12, 14-18.

Concept 6. Occupations are of a wide variety and may be grouped in different clusters.

Grades K - 3

World of Work Unit, Post Office Workers (Grade 2)

Guideline of Career Development Activities-A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck North Dakota, J12-J13.

What About Vocational Education? A Guideline for Career Awareness. Washington State Coordinating Council for Occupational Education, Olympia, Washington, 20-21.

The Next Step - A comprehensive Program in Occupational Preparation and Placement, Helena Public School, Helena, Montana, Appendix D.

A Comprehensive Orientation to the World of Work Through Industrial Arts and Vocational Education, Greenwood Public Schools, Greenwood, Mississippi, 4, 17-20, 27, 30-44, 85.

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, Detroit, Michigan, 63, 76.

Grades 4 - 6

What About Vocational Education? A Guideline for Career Awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 20-21, 36.

The Next Step - A comprehensive program in occupational preparation and placement, Helena Public Schools, Helena, Montana, Appendix D.

A Comprehensive Orientation to the World of Work Through Industrial Arts and Vocational Education, Greenwood Public Schools, Greenwood, Mississippi. 4, 17-26, 30-44, 85.

Career Development Guidelines Grades 4 - 6. Instructional Services Division, Unified School District Number 1, Racine, Wisconsin, 8-10.

Pre-Vocational Education, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 33-114.

Grades 7 - 9

Guideline of Career Development Activities- A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board of Vocational Education, Bismarck, North Dakota, J12-J13.

The Next Step - A Comprehensive Program in Occupational Preparation and Placement, Helena Public Schools, Helena, Montana, Appendix D.

A Comprehensive Orientation to the World of Work Through Industrial Arts and Vocational Education, Greenwood Public Schools, Greenwood, Mississippi, 4-5, 17-20, 30-34, 48-73, 85-86.

Pre-Vocational Education, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 33-114.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 11-14.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 18-19, 56-63.

The World of Work--Orientation and Guidance, Teacher's Guide State Department of Education, Office of Vocational Education, Columbia, South Carolina, 67-80.

Seventh Grade Occupational Guidance Program (Tentative) Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, 17-29. Unit V.

ERIC (Educational Resources Information Center) Reports, Leasco Information Products, Inc., Bethesda, Maryland, #ED024965, 155-156.

Your Career Books - Julian Messner. Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities.

The Job Scene - Produced by American Visual Corporation, published by IPD Publishing Company, New York, N. Y. In comic form.

Utah Employment Security - Many publications: illustrated pamphlets on for example: Taxi Cab Driver, Kitchen Presser, Machine Helper, Orderly, Light Truck Driver. Information on Job Corps, Youth Conservation Corps. Bureau of Health, Manpower Publications, Youth Opportunity Center. Refer also to: U. S. Department of Labor, Manpower Administration, Job Corps, Washington, D. C. 20210.

Utah's Jr. High Career Guidance Curriculum, Student-Centered Occupational Preparation and Exploration (SCOPE) Unit 4 World of Work 51-97.

Wanted, Medical Technologists - Public Affairs Pamphlets. 15¢-25¢ (varies with quantity). One in a series of Public Affairs Pamphlets.

Airport - Encyclopedia Britannica Film Inc., 10 min, 16 mm. film brings to life the fascinating activities of large commercial airports.

Astronomer - International Film Bureau, 16 min., 16 mm film presents tools and methods used by astronomers, including work away from the telescope.

Careers in Art - SL Film Productions, 1967, $180.00. 16 min, 16 mm. film surveys the four major areas of art where most artists are employed: advertising, industrial design, interior decorating, and art education.

Careers Series - Doubleday and Company

Agri-Business
Clerical
Communications
Construction
Education
General Service
Government Service
Health Service
Leisure Industries
Making a Choice
Mechanical
Sales
Technicians

New York Life Insurance, Free, Job Pamphlets.

Careers (Series) - Tapes Unlimited, Gordon Flesch Company, 1970, $85.50 for set of 12; $7.50 each. Series provides a study of 12 major industries, giving the student a broad outlook before committing himself to a course of study. Includes opportunities in:

Construction
Distribution
Education
Graphic Arts
Health Service
Hotels, Motels, Restaurants
Industries
Law
Mass Communication
Security and Protection
Selling
Transportation

Exploring the World of Work - Valient IMC. This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record.

The World of Work - Educational Record Sales, $35.70 - six 12 inch, 33 1/3 RPM records. A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations.

Sextant Series - Sextant Systems, Inc. A Guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profile forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide.

World of Work Series - Edu-Craft, Inc. Grades 7-9 series contains 26 color-sound filmstrips on advantages, disadvantages, opportunities for advancement, educational requirements, etc., of eleven basic occupational clusters.

Guidance Kit - Educational Progress Corporation. 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations.

Occupational Interview Cassettes - Imperial International Learning, Carlton Films. A series of 50 on-the-job interviews provides students with insights into the work-a-day world from people who actually do the work.

On-the-Job Interview Series - Valient IMC. 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes.

Vocational Guidance Library - Guidance Associates. A set of 40 cassette tapes: Your future - in or as an - various occupations.

Vocational Interviews - Guidance Associates, $270.00 - set of 40; $7.50 each. A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc.

Career Wise Kit - Random House School and Library Service. Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms.

Dutton Career Book Series - Dutton, E. P. and Company. Series describes work done, qualifications and educational requirements, salaries, and opportunities available in many contemporary fields.

Find Your Job (Book Series) - Finney Company. Designed to help slow learners, underachievers and students in special classes.

Occupational Abstracts - Personnel Services, Inc. Available individually and by annual subscription.

Someday I'll Be: Series - by Sarah Splaver, Hawthorne Books, Inc. A series of vocational guidance books for 10-14 year olds aimed at providing "just enough" information about the occupations they may enter someday.

Help and information available from: Women's Community Service, Inc., Mrs. Benney Espinoza, Project Director, 135 South State, Room 213, Salt Lake City, Utah 84111.

So You Want To Be: Series - Harper and Row, Publishers, $4.43, Series of books on specific occupations.

Chronicle Occupational Information Filing Plan, 300 reinforced folders coded and titled. Filing plan based on D.O.T. Identified numerically and by occupational titles. Chronicle, $35.00.

Utah Inventory of Unfilled Job Openings. Weekly statewide list of unfilled job openings in Utah, Utah Department of Employment Security.

Looking Forward to a Career Series, Approximately 100 pages full color. Each book on a career such as: Computers, Government, Building Trades, Theatre, Fashion, Radio & TV. Dillon Press, Inc. $4.95, each.

Arco-Rosen Career Guidance Series. 40 books each recommended by its respective trade or professional association, written by expert in that field. On different careers -- educational background, personal satisfactions, opportunities, disadvantages, earnings, etc. Average reading level and comprehension, Arco Publishing Company $1.95 each.

Student Journalism Guide Series, Aim High Vocational Guidance Series, The Personal Guidance/Social Adjustment Series, Richards, Rosen Press, Inc. $2.95 each.

The Job Ahead Book, Vol. III Reorder No. 5-1931, Stories about young people; starting work, on the job; keeping the job; working for the city; time for leisure. Low-average reading level and comprehension, New Rochester Occupational Reading Series, '63, Syracuse University Press.

The Teacher's Role in Career Development, Chapters on: The Teachers and the Challenge, In Touch with Reality, Forecast of the Future, Sources of Occupational Information, Relating School Subjects to Careers, Post High School Evaluation, Reading comprehension for teacher, American Personnel and Guidance Assoc., $1.90.

Occupational Guidance Workbook, Commentary and Worksheets, 71 pages. Job traits, other work information, Low-average reading ability and comprehension Finney, Inc.

Special brief packets, 28 different groupings of Chronicle occupational briefs, arranged into job families by similar interests and/or industry. 26 - 145 briefs in each packet. Same as Chronicle Career Kit, average-high reading ability and comprehension, Chronical Guidance Publications, $6.50 to $36.25.

Introduction to Vocations - Teacher's Guide, 124 pages, Topical outline with suggestions for teaching-learning activities. Relating self and economic system to occupations, exploring manual and mechanical; clerical, sales and service; professional, technical, and managerial occupations. Chronicle Guidance Publications, $3.50.

What Job For Me Series, 18 booklets about: Charley the TV repairman, John the Second Best Cook in Town, Pete the Service Station Attendant, Mick the Waiter, Joe the Retail Salesman, Judy the Waitress, Frank the Vending Machine Repairman, Betty and her Typewriter, Ginny the Office Assistant, Carmen the Beautician, Cool It, Man (Refrigerator Repairman) Phil the File Clerk, Tom the Merchant Seaman, Tim the Draftsman, Sandy the Lineman, Keep it Clean, Burt the Policeman, Ned the Taxicab Driver. Fact Sheets, Testing, Interesting and varied illustrations, social skills emphasized, stories about real people in real situations. Low (4th grade) Webster Division/Mcgraw-Hill.

Professional Careers Kit, Alphabetical, Average-high reading comprehension, Careers, Inc., $75.00.

Semi-skilled Careers Kit, Alphabetical, Average-high reading comprehension, Careers, Inc., $42.00.

Industrial Careers Kit, Average-high reading comprehension, Careers, Inc., 42.00.

Business Careers Kit, Average-high reading comprehension, Careers, Inc., $34.50.

Science Careers Kit, Average-High reading comprehension, Careers, Inc., $34.50.

Health Careers Kit, Average-High reading comprehension, Careers, Inc., $34.50.

Technical Programs, Five Volumes, Career Opportunities for Technicians and Specialists, Average-high reading comprehension, Doubleday & co., Inc. $35.85.

Best Career Choice, 12 transparencies with storage box, teacher's manual, average-high reading comprehension, Learning Arts, $60.00

New World of Work Kit, Fifty 4-page, illustrated fiction stories. Questions provided at the end of each story. Teacher's guide included. Job-worker situations which influence his success in getting, keeping and advancing on a job. Low-(5th grade reading level), Webster Division/McGraw-Hill $69.50.

Occupations and Careers (Grades 7-12), Student's text, 372 pages, Part I - Information on how and why to study occupations, learning about self, relation of school subjects to careers; preparation for workl and what it is like to work. Old pictures, but up-to-date information, Average-high reading comprehension, Webster Division/McGraw-Hill, $5.22.

Widening Occupational Roles Kit (W.O.R.K.) 400 Jur. occupational briefs arranged according to interest and educational level. Interest are: people, things, and ideas, Educational levels are: High School or less, High School plus training, College graduation or Graduate School. Science Research Associates, $149.50.

Education	High School Courses
Special Train[illegible]g	Where Jobs Are Found
Getting Start[illegible]	Getting Ahead
Earnings	Number of Hours
Number of Workers	Unions
Future	Other Sources

Job Experience Kits - 20 kits cover a wide range of abilities, interests, and levels of preparation. Each kit contains a booklet and a pad of thirty answer sheets, some also contain three-dimensional objects and other objects for the simulated work experience. They are designed to give the student a real feel for what the worker does, and can be used in curriculum areas as well as occupational interest fields. Science Research Assoc.

Accountant	Auto Mechanic
Beuatician	Designer
Electronic Tech.	Elementary School Teacher
Lawyer	Librarian
Med. Technologist	Motel Manager
Police Officer	Salesperson
Secretary	Truck Driver
Veterinarian	X-Ray Tech.
Appliance Serviceman	Carpenter
Draftsman	Plumber

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, $6 25 Occupational Outlook Quarterly. Subscription: 1 year $1.50 2 years 3.00.

Utah Job Guides - Job Information Series, Utah Department of Employment Security, Free. 1) Duties 2) Education Needed 3) Experience Needed 4) Physical Requirements 5) Job Openings 6) Opportunities for Advancement 7) Location of Jobs 8) How Much Do They Earn.

Vocational VIEW (Book) (Also available on microfilm mounted on Key Sort Cards, Microfilm reader is necessary for these.) Utah State Department. Book - Check with State Education Department, Cards - Check with State Education Department.

SCOPE (Magazine), Some special publications such as: Job in your future. also monthly magazine, with articles, appropriate for values clarification, learning, about jobs, etc. Average reading comprehension, Scholastic Books Service, $1.00 per copy, $1.85 per school year.

Occupational Guidance Booklets, Finney Company, $201.45.

Occupational Exploration Kit, Occupational Briefs: History, Duties Involved, General Working Conditions, Personal Qualifications, Training, Method of Entering, Earnings, Advancement Opportunities, Employment Opportunities, Additional Information, SRA, $99.50.

Dictionary of Occupational Titles, Vol. I & Vol. II & Supp. (1965), U. S. Department of Labor, Superintendent of Documents, Vol. I $7.75, Vol. II, $4.25, Supplement $1.50.

Encyclopedia of Careers and Vocational Guidance, Vol. I and Vol. II. Fergeson Publishing Company, $30.00 complete.

Career Information Kit, Average to high reading comprehension, Science Research Associates, $199.50.

Chronicle Career Kit, Dictionary of Occupational Titles, Average to high reading comprehension, Chronicle Guidance Publications, $269.00. Chronicle Occupational Service $30.00.

Desk-Top Career Kit, Information in Career Summaries, Average to high reading comprehension, Career, Inc., $99.50.

Planning for Your future by J. Van Mills. 48 pages. Planning your future, Know Yourself, What Can You Do Well, Selecting Your Goals, Testing Choice of Goals, Education and Your Future, Choosing Your Occupation, Average reading level, Educational Services, $.55.

A Man's Work. Fifty long-playing records plus instructor's guide. Average-high reading level, McGraw-Hill, Inc. $258.50.

Careers for Women, contains 85 junior occupational briefs, five job family booklets, guidance series booklet and guidance posters. Low-average reading level, Science Research Associates, $32.50.

Educator's Guide to Free Guidance Materials, contains information as to where free booklets, films, filmstrips, etc., can be obtained. Average reading level, Educators Progress Service, $7.50 annually.

Occupational Microfile (High school edition). Contains all occupational information published by Chronicle during the past four years--over 2500 pages of material. Average-high reading level, Chronicle, $60.00

My Career Guidebook by Belman & Shertzer. 50 pages - Student book and Counselor's and Teacher's Manual. Average-high reading level, Bruce Publishing Company.

How To Choose Your Work by Elna Stone, 60 pages - Information and worksheets in 3 parts: 1) What Do You Want To Do, 2) What Can You Do? 3) Kinds of Work Available to You. Average reading level, Bruce Publishing Company.

Careers in Chemistry - Farm Film Foundation. 14½ min., 16 mm. film covers analytical chemistry and other opportunities in this almost endless field.

Careers in the Building Trades - Coronet Films. 11 min., 16 mm film shows Bob observing carpenters, plumbers, bricklayers, electricians, painters, plasterers, and glaziers on a construction site. Also relates school subjects to building trades.

New Career Opportunities - Popular Science, Audio Visuals, $6.75 Captioned filmstrip touches on new developments in technological, social, and governmental fields.

Our Changing World - San Diego County Department of Education

Drafting - State Employment Service Agencies or Louis DeRochemont Associates, 1968, $38.22 or Free Loan. 7½ min. film on career areas within drafting. Highly recommended by NVGA.

Films with Booklets - Association Films, Inc., Free rental, 16 mm. sound films with booklets on career information and personal guidance.

Guidance Films - Roa's Films. Offer free 16 mm. career information films.

In a Medical Laboratory - National Committee for Careers in Medical Technology. 1967, Free loan. 28 min., color film on careers in medical technology. Highly recommended by NVGA.

A Special Breed - Jam Handy, Free rental. 22 min. introductory film which could provide motivation to consider construction and heavy machinery as occupational choices. NVGA rating: excellent.

Automation - Popular Science

Career Information Series - J. C. Penney Company. Filmstrips with records on career information.

Career Opportunities (Sets I & II) Popular Science Audio-Visuals, Inc. Captioned filmstrips on career opportunities.

Jobs for the Now Generation - Bowmar

New Career Opportunities - Popular Science

See a Job Series - McGraw-Hill Films. This series of sound filmstrips is particularly useful for students with poor reading and writing skills.

World of Work Series - by Edu-Craft, Inc. Denoyer-Geppert Times Mirror. A series of 50 colored film series with sound and comprehensive teaching guides for pre-vocational education K-9.

World of Work Series - McGraw-Hill Films. This series of sound filmstrips covers a variety of entry occupations that require little or no training.

A Career in Music Education - by Music Educator's National Conference and American Personnel and Guidance Association; Music Educator's National Conference. Presents basic facts associated with music teaching as a profession. Illustrated pamphlet.

Preparing for the Jobs of the 70's - Guidance Associates, $35.00 Two part sound filmstrip shows how new trends will affect tomorrow's job market. New jobs are described by enthusiastic young people. Also covers new opportunities in existing fields.

At the Other End of the Mike (FA-133) (1961) 16 mm Sound 11½ min. Color. Tells story of a controller who takes a flight familiarization ride in civil air carrier jet aircraft. Federal Aviation Administration, FAA Film Library, AC-921, P.O. Box 25082, Okalahoma City, Okalahoma 73125

Auto Mechanic and Technician (1968) 16 mm Sound 23 min. Color. Shows in detail the opportunities and rewards of a career in auto mechanics. Ford Motor Company, Film Library, The American Road, Dearborn, Michigan 48121

Aviation Mechanic (FA-315) (1964) 16 mm Sound 17 min. Color. Shows importance of and the work performed by airline and general aviation mechanics and the training available to students. Federal Aviation Administration, FAA Film Library, AC-921, P.O. Box 25082, Oklahoma City, Oklahoma 73125

Aviation Workshop (FA-605) 16 mm Sound 29 min. Color. Shows many careers available to men and women in the Federal Aviation Administration: Air Traffic Service, Flight Standards Service, Office of Aviation Medicine, Federal Aviation Academy, Systems Research and Development Service. (Not available to elementary schools). Federal Aviation Administration, FAA Film Library, AC-921, P.O. Box 25082, Oklahoma City, Oklahoma 73125

Boats Need People (1969) 16 mm Sound 13 min. Color. Deals with employment in the recreational boating field: Jobs in boat, engine and accessory manufacturing plants, in marinas and boatyards and retail operations. National Association of Engine & Boat Manufacturers Film Library, Department of Creativision, Inc., 295 West 4th Street, New York, New York 10014

Bright Future (1965) 16 mm Sound 28 min. Color. A recruitment film for the profession of Dental Hygiene. Shows requirements for entrance into an educational program, takes students through a typical course of study and explains areas of professional practice. American Dental Association, Bureau of Audio-Visual Service, 211 East Chicago Avenue, Chicago, Illinois 60611

Cameras and Careers 16 mm Sound 28 min. Color. Gives a glimpse of some of the hundreds of photographic careers in business, science, and industry. Eastman Kodak Company, Audio-Visual Service, 343 State Street, Rochester, New York 14650

A Career in Bacteriology 16 mm Sound 20 min. Color. Emphasizes opportunities for young people with good high school and college background in the various fields. Becton, Dickinson and Company, Attention: Mr. Frank Selmer, Manager, Advertising and Sales Promotion, Rutherford, New Jersey 07070

Careers in Business (1969) 16 mm Sound 12½ min. Color. Portrays the immediate and future need for secretaries, office workers, business machine operators, programmers and numerous other skilled occupations used in the business world. National Career Center, 3839 White Plains Road, Bronx, New York 10467

Careers in Construction (1968) 16 mm Sound 24 min. Color. Tells the story of a young negro who helps a white boy appreciate the possibilities of a career in the construction business. Farm Film Foundation, 1425 "H" Street, Northwest, Washington, D. C. 20005

Careers in Fashion Merchandising 16 mm Sound 20 min. Color. Shows the preparation and education for a wide variety of careers in this field: Fashion editor, merchandise buyers, interior consultants and fashion commentators. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

The Challenge of Dentistry (1962) 16 mm Sound 28 min. Color. Answers basic questions about the dental profession, the training and qualifications that are necessary, as well as the rewards. American Dental Association, Bureau of Audio-Visual Service, 211 East Chicago Avenue, Chicago, Illinois 60611

Careers in Oceanography (MN-10063) (1965) 16 mm Sound 28 min. Color. Presents the challenge and adventure of oceanography and its importance to defense and economy. Department of the Navy, Twelfth Naval District, Federal Office Building, San Francisco, California 94102

The City Letter Carrier (1969) 16 mm Sound 14 min. Presents the story of a day in the life of a letter carrier. Originally produced for orientation of new postal employees. Post Office Department. To be requested from local post master.

County Agent (1955) 16 mm Sound 27 min. Color. Describes the work of a typical county agent in different localities in the country. Texaco Inc., Manager, Retail Sales, 1570 Grant Street, Denver, Colorado 80203

Day of Judgment -- Pharmacy Recruitment (1966) 16 mm Sound 24 min. Color. Shows the various facets of a career in pharmacy. Lilly and Company, Eli, Miss A. I. Proctor, Audio-Visual Film Library, P.O. Box 618, Indianapolis, Indiana 46206

Electronics Service Technician (1343) 16 mm Sound 15 min. Color. Shows demand for qualified technicians to service TV sets, air conditioners, tape recorders, phonographs. Sterling Movies, Booking Department, 43 West 61st Street, New York, New York 10023

The Flooring Craftsman (1968) 16 mm Sound 15 min. Color. Tells of the careers available as resilient flooring craftsmen. Armstrong Cork Company, Mr. Clyde O. Hess, Manager, Press Relations, Public Relations Department, Liberty and Charlotte Streets, Lancaster, Pennsylvania 17604

The Freedom to Succeed (2729) 16 mm Sound 23½ min. Color. Shows career opportunities in food wholesaling and in operation of independently owned retail stores. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

The Gentle Doctor (S-017) 1964 16 mm Sound 21 min. Tells the history of veterinary medicine. Association Films, Incorporated, Executive Offices, 600 Madison Avenue, New York, New York 10022

Go Fission (1969) 16 mm Sound 14 min. Color. Answers many questions about careers in the atomic field. United States Atomic Energy Commission, Idaho Operations Office, Office of Public Information, P.O. Box 2108, Idaho Falls, Idaho 83401

Good Hand -- Good Eye (2400) 16 mm Sound 17 min. Color. Informs young men of the opportunities and educational requirements for careers in the automotive paint and body shop. Sterling Movies, Booking Department, 43 West 61st Street, New York, New York 10023

Her City (1962) 16 mm Sound 19 min. Describes the work of today's telephone operator. Bell System of Telephone Offices, Local Bell System Telephone Business Office.

Horizons Unlimited (3033) 16 mm Sound 28 min. Color. Presents information of a wide range of rewarding careers, in medicine and allied fields. Depicts careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals as well as medical office work. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

In a Medical Laboratory (1966) 16 mm Sound 28 min. Color. Shows how the laboratory team -- from pathologist and professional medical technologist to cytotechnologist, laboratory assistant and histological technician -- works together to track down the causes and determine the presence of disease. Stresses the educational requirements at each level and the importance of medically approved training standards. American Cancer Society, National Committee for Careers in Medical Technology. Films available from State Divisions and local units of the American Cancer Society.

Labors of Love (MH-9437) 16 mm Sound 22 min. Color. Shows some of the advantages of working for the federal, state, and municipal governments. Shows work done by three employees, one in each jurisdiction. United States Civil Service Commission, Denver Federal Center -- Building 20, Denver, Colorado 80225

Mainstay of the Mail (1968) 16 mm Sound 14 min. Color. Shows importance of well-trained maintenance personnel. Emphasizes the opportunities that exist in the field of equipment maintenance and the need that is present for trained personnel to maintain the complex mechanized equipment. Post Office Department, Local Post Office

Men of Account (S-373) 16 mm Sound 27½ min. Color. Tells the story of a young certified public accountant. Association Films, Incorporated, Executive Offices, 600 Madison Avenue, New York, New York 10022

Men's Hairstyling as Your Career (1969) 16 mm Sound 14 min. Color. Portrays the present and future need for barbers and men's hairstylists. Shows a glimpse of in-training activities. National Career Center, 3839 White Plains Road, Bronx, New York 10467

The Noble Breed (3600) 16 mm Sound 13 min. Tells the story of today's firemen -- duties, problems, new image. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

On Your Own (F-311) 16 mm Sound 15 min. Color. Deals with computer field today. Tells how to arrange for aptitude test and where to go to prepare for the career. Among fields open to computer workers are sports, space exploration, supersonic transportation, high-altitude mapping, education, medicine and financial fields. Association Films, Incorporated, Executive Offices, 600 Madison Avenue, New York, New York 10022

Precision Tool Making and Machining (2188) 16 mm Sound 25 min. Color. Tells the story of tool and die making and machining. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

Some Careers are more rewarding (3836) 16 mm Sound 12 min. Color. Shows para-medical jobs for girls working in physicians' and dentists' offices. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

That the People Shall Know (2870) 16 mm Sound 21 min. Features six top journalists who describe their careers in the field of communication and the challenges the field offers. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, New York 10036

Tommy Looks at Careers -- Chemistry (1226) (1966) 16 mm Sound 26 min. Color. Shows importance of chemistry and the varied careers it offers: Laboratory research, chemical engineering, plant supervision, operation, and management, marketing technical writing, and teaching. Sterling Movies, Booking Department, 43 West 61st Street, New York, New York 10023

A Wider World 16 mm Sound 28 min. Shows the medical doctor in private practice, public health, and medical research. Merck Sharp & Dohme Film Library, West Point, Pennsylvania 19486

Your Career in Agriculture (1960) 16 mm Sound 25 min. Color. Shows there are many careers in agriculture besides farming or ranching. Includes five of these careers: Forest ranger, teacher, home demonstration agent, agricultural engineer, TV farm program director. Texaco Inc., Manager, Retail Sales, 1570 Grant Street, Denver, Colorado 80203

Free 16 mm films available through the Utah Department of Employment Security at 174 Social Hall Avenue, Salt Lake City, Utah 84111. Telephone: 322-1433, extension 225 or 391.

Airline Pilots 13 minutes
Shows training required and professional competency achieved.

Baking Industry 10 minutes
Shows jobs in large modern bakery in contrast to a small retail shop.

Bowling Equipment Makers 15 minutes
Shows craftsmen required in manufacturing this kind of equipment.

Cosmetic Makers 15 minutes
Shows general picture of mixing, bottling, and packaging cosmetics.

The Farmer 14 minutes
Shows typical farmer at work.

Fishery Workers 15 minutes
Shows tuna fishermen, cold storage facilities and processing workers.

Furriers 15 minutes
Shows processing, selecting, grading, cutting, and sewing of furs.

Gas Workers 15 minutes
Shows meter readers, maintenance men, pipe fitters, and other workers.

Oil, Chemical and Atomic Workers 15 minutes
Shows occupational skills required to operate and maintain an oil refinery.

Painting and Decorating 11 minutes
Shows inside and exterior work, as well as brush and spray gun painting; shows training and apprenticeship requirements and some of the disadvantages of the occupation.

Plumber 13 minutes
Shows training and skill requirements of journeyman plumbers.

Railroad Maintenance Workers 15 minutes
Shows skill requirements of several occupations involved in maintenance of railroad engines, tracks, signal systems, etc.

Rifle Makers 15 minutes
Shows construction of guns using metal working skills of machinists as well as hand carving and decoration of a gun.

Educators Guide to Free Guidance Materials, Ninth Edition, 1970, Educators Progress Service, Incorporated, Randolph, Wisconsin.

Catalog of Occupational Films prepared by Utah Department of Employment Security.

Recommended Materials (Order, prepare, or examine in advance.)

SVE Filmstrip - What is a Job? Can be obtained separately; it is also included in the SRA W.O.R.K. Kit. $5.50

Booklet, Exploring the World of Jobs. SRA Junior Guidance Series, recorder no. 5-1082. This booklet has some stories about people in various jobs and broad job categories; and in these stories, various job traits which ought to be considered are emphasized. It is excellent for use with this lesson.

U. S. Department of Labor, Manpower Report to the President, 1969 - 1970.

Weaver, Glen L., How, When and Where to Provide Occupational Information. Published by Science Research Associates, Inc., 1960. Provides outline of important job traits on pages 27-29.

Filmstrip, Automation, Popular Science Audio Visuals, $6.75

Occupational Guidance Workbook, published by Finney. 71 pages. Contains worksheets for many job traits and for high school courses, applications, etc. Very good for junior high level.

Jobs and Their Environment on the Job - McGraw-Hill

Your Earning Power - Coronet

Your Job Outlook - Popular Science Audio Visuals, Inc., 1970, $6.75 Captioned filmstrip presents a point of view from which to consider career choice as it relates to job prospects for the future.

Looking Ahead to a Career - by Occupational Outlook Service, U.S. Government Printing Office, 1967. A set of 36 color slides with narrative showing changing occupational and industrial mix and what it forecasts for the next decade.

Health Careers Guidebook - U.S. Government Printing Office, 1969, $1.75 Written for young people, describes 200 jobs in health field and gives information about education, training, and licensing requirements: salaries, working conditions, and job prospects.

Your Career Books - Julian Messner. Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities.

Learning Activities

Working as a group, students should look up the definitions to the vocabulary words. Then the teacher should direct a vocabulary bee, the same as a spelling bee, to insure that the students have learned the definitions. Refer to page 595, Student Workbook.

Have class watch filmstrip, What Is a Job? Discuss. (You may wish to refer to the outline of the filmstrip on page 75, Teacher Supplement.)

Grades 10 - 12

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, 10-12; H 13.

A Comprehensive Orientation to the World of Work Through Industrial Arts and Vocational Education, Greenwood Public Schools, Greenwood, Mississippi, 5-6; 30-34; 63-69; 73-78; 86-87.

Occupational Cluster Guide - Curriculum Guide for Marketing, Oregon Board of Education, Salem, Oregon, 23-112.

Concept 7. Geographical location and job specialization lead to interdependency and affect career choice.

Grades K - 3

None

Grades 4 - 6

World of Work Unit, The Carpenter, (5th and 6th Grades)

World of Work Unit, Water Conservation, (4th Grade)

World of Work Unit, Newspaper, (Grades 5 and 6)

The Newspaper Staff, 25 frames, color, $5.00, Utah State Board of Education (Willard Harwood, 1718 So. 6th East, SLC, Utah.

The News Story and the Feature Story, 26 frames, color, $5.00.

The First Page of a Newspaper, 14 frames, color, $5.00.

The Sections and Parts of a Newspaper, 41 frames, color, $5.00.

News, Newspapers, Their Purposes, and a Free Press, 36 frames, color, $5.00.

All Utah State Board of Education, Willard Harwood, 1718 So. 6th East, SLC, Utah.

Note: Scripts to go with these five filmstrips may be obtained from World of Work, 1421 South 200 East, SLC, Utah 84108. If cassettes are desired for each of the five filmstrips, they may be obtained from Glen Hanse, 1400 University Club Building, Media Center.

Your School Publication, Jam Handy, (Deseret Book)

Newspaper: Organizing a Staff

Newspaper: Finding Feature Material, all 42 frames, color, $5.95, Jam Handy, Deseret Book.

Newspaper: Covering the News

Newspaper: Editing the Copy

Newswriting, What Makes News, 39 frames, color, $5.00

Newswriting 2, News Story Structure, 39 frames

Newswriting 3, Writing the Lead, 26 frames

Newswriting 4, New Words, Sentences and Paragraphs, 28 frames.

All Filmstrip House, 432 Park Ave., S., New York, New York 10016

Newspaper in the Classroom: Teaching Aids for Schools, Salt Lake Tribune, P.O. Box 867, SLC, Utah 84110, Free.

Newspaper in the Classroom: Teaching Aids for Schools, Deseret News Publishing Company, 33 Richards Street, P.O. Box 1257, SLC, Utah 84110, Free.

Newspaper in the Classroom: Teaching Aids for Elementary Schools, School Program Division, Copley Newspaper, Department of Education, 940 Third Avenue, San Diego, California 82122, $2.25.

What Everyone Should Know About Journalism, Channing B. Pete Co., Inc., Greenfield, Massachusetts 01301, $1.00.

A Guideline for Career Awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 37-38; 49-51.

Career Development Guidelines Grades 4 - 6, Instructional Services Division Unified School District Number 1, Racine, Wisconsin, 22-27.

Grades 7 - 9

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 38-39.

Grades 10 - 12

None.

The Flow of Goods and Services. Popular Science Publishing Co., $6.00. Filmstrip shows the econimic interdependence of various segments of society and highlights production and distribution of goods and services.

Career Planning in a Changing World. Popular Science Audio-Visuals, Inc., $6.75. Captioned filmstrip encourages young people to think realistically about job opportunities as they change with social and technological changes.

Concept 8. Personal habits, physical and mental health affect success in careers.

Grades K - 3

World of Work Unit, The Telephone (Grade 3), Mountain Bell.

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 69-85; 92-112.

Grades 4 - 6

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance project, Wayne State University, Detroit, Michigan, 69-85; 92-112.

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project, Wayne State University - Detroit Public School, Detroit, Michigan, 136-139.

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, Also Teacher's Manual, 173-176.

Pre-Vocational Education, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 16-18.

Grades 7 - 9

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 69-72; 86-89; 92-94; 113-117.

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, Also Teacher's Manual, 173-176.

Pre-Vocational Education, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 16-18.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 41-46; 48-49.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 18-21.

The World of Work - Orientation and Guidance, Teacher's Guide, State Department's of Education, Office of Vocational Education, Columbia, South Carolina, 125-146.

Seventh Grade Occupational Guidance Program (Tentative), Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, Unit II, 4-30; Unit III, 1-8; Unit VIII, 2-20.

Grades 10 - 12

Teaching Practices Designed to Foster Self-Understanding, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 69-72; 90-94.

Not Graded

Utah's Junior High Guidance Curriculum, Student-Centered Occupational Preparation and Exploration (SLOPE), Unit 7 - Personal Preparation, pp. 155-168.

Film, The Color of Health (1960) 16 mm, sound, 11 min., free. This film shows, in color, the importance of physical education to health, and the role of good diet in physical and mental health. It is designed for showing to junior high school classes. (Book eight weeks in advance, borrower pays return postage.) American Bakers Association, Attention: Miss Frances Drillock, Suite 650, 1700 Pennsylvania Avenue, Northwest, Washington, D. C. 20006

School nurse, health teacher, health books.

Booklet, Discovering Yourself, by Marjorie C. Cosgrove and Irma Unruh. Very good for this age level, Chapter 6 is on "Maintaining Your Health." In addition to discussing what is already mentioned in the reference notes for this lesson, it discusses rest, acne, eyes, teeth, hearing, weight, headaches, colds, worry and tension, and you and your doctor. SRA, Chicago, Illinois. A57

Test, Health Behavior Inventory, refer to Appendix A, Tests Appropriate for Junior High, page 203.

Films made at the University of Utah for Utah Interpersonal Perception Research show various people being interviewed. After seeing the film, students are asked to answer several questions about the person in the film in order to see how well they can judge people. They then may compare their answers. Film, "Utah Interpersonal Perception Research" is available from BYU Educational Media Service.

Film, Personal Qualities for Job Success, 11 min. $3.25, Coronet--BYU and University of Utah.

Film, Good Looks, 16 mm. sound 20 min. Free. Explains what teenage boys and girls want to know about good grooming and personal care. Modern Talking Picture Service, 922 Bannock Street, Denver, Colorado 80204.

(Book at least one month in advance.)

Filmstrip and Cassette, How Can I Improve Myself. Published by Eyegate. $11.50.

Are You Adaptable? Popular Science

Awareness: Insight Into People - J. C. Penney Company

Building Self Confidence - Popular Science

Your Personality and Your Job - Science Research Associates

The World of Work - Educational Systems for Industry. 20 taped cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc.

Am I Dependable? - Coronet

Am I Trustworthy? - Coronet

Are You Ready for a Job? Bureau for Audio Visual Instruction

You Job - Good Work Habits - Coronet

Getting Along On the Job (Kit) - Avid Corporation. Four filmstrips concerning job attitudes, problems, situations, and necessary adjustments.

Liking Your Job and Your Life (Series) - Guidance Associates

Filmstrip and Cassette, Good Manners at School, Published by Eyegate $11.50.

Watch Your Manners! Others Do, by Bruce Findlay and Esther Findlay, 48 pages 60¢, published by Education Services, 12 Scott Terrace, Kirksville, Missouri 63501.

Manners for Young Moderns, by Elizabeth Lunn, 32 pages, 35¢. Published by Educational Services.

Concept 9. An individual may be qualified to perform in many different occupations, and any one occupation may accommodate a variety of individuals.

Grades K - 3

Grades 1-12. Time: 30 minutes. Yields standard IQ and percentile ranks, both verbal and nonverbal. Published by the American Guidance Service.

Multi-level edition. Grades 3-13. Time: verbal battery; 35 minutes, nonverbal battery, 27 minutes. Has five verbal subtests: vocabulary, verbal classification, sentence competition, arithmetic reasoning and verbal analogy. Nonverbal battery has: pictorial classification, pictorial analogy, and numerical relationships. Published by Houghton-Mifflin Company.

Grades K-12, time: approximately 30 min. Seventh and eighth grades have subtests in verbal meaning, arithmetic reasoning, and number series. Ninth through 12th grades have subtests in verbal meaning, arithmetic reasoning, letter series, symbol manipulation. Published by Science Research Associates.

Grades K-12. Time: approximately 1½ hours. Provides measures of general intelligence and of four specific factors of intelligence. The four abilities measured are: verbal meaning, number facility, reasoning, and spatial relations. Published by Science Research Assoc.

Grades 4 - 6

Grades 6-9 and 9-12. Time: 6-9 - 42 minutes; 9-12 - 27 minutes. Subtests in scholastic aptitude are language, reasoning, and quantitative. Shows high correlation with achievement in academic work. Excellent estimate of how well a pupil should do within his grade and age limit. Published by Science Research Associates.

Grades K-12, time: approximately 30 min. Seventh and eighth grades have subtests in verbal meaning, arithmetic reasoning, and number series. Ninth through 12th grades have subtests in verbal meaning, arithmetic reasoning, letter series, symbol manipulation. Published by Science Research Associates.

Grades K-12. Time: approximately 1½ hours. Provides measures of general intelligence and of four specific factors of intelligence. The four abilities measured are: verbal meaning, number facility, reasoning, and spatial relations. Published by Science Research Assoc.

Grades 1-12. Time: 30 minutes. Yields standard IQ and percentile ranks, both verbal and nonverbal. Published by the American Guidance Service.

Multi-level edition. Grades 3-13. Time: verbal battery; 35 minutes, nonverbal battery, 27 minutes. Has five verbal subtests: vocabulary, verbal classification, sentence competition, arithmetic reasoning and verbal analogy. Nonverbal battery has: pictorial classofication, pictorial analogy, and numerical relationships. Published by Houghton-Mifflin Company.

Grades 6-9, 9-12. Time: 30 minutes. Consists of 90 items arranged in order or increasing difficulty. Different types of items: vocabulary, sentence completion, opposites, general information, scrambled letters, scrambled words, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, figure analogies, and following direction--arranged in omnibus-cycle form. Published by Houghton-Mifflin Company.

Career Development Guidelines Grades 4 - 6, Instructional Services Division, Unified School District Number 1, Racine, Wisconsin, 30-33.

Grades 7 - 9

Grades 7-12, time: 1 hour. Examinations available in the following

subjects: language arts, social studies, mathematics, science, bookkeeping. Published by American Guidance Service.

Grades 9-14, time: approximately 1 hour. Yields scores on 37 study skills. Published by Science Research Associates.

Grades 8-9, time: 2½ hours. Measures educational ability and scholastic achievement of second semester 8th graders and first semester ninth graders. Helps direct students to proper high school program (college prep., general academic, or commercial) and identifies gifted and those needing extra help.

Grades 6-9 and 9-12. Time: 6-9 - 42 minutes; 9-12 - 27 minutes. Subtests in scholastic aptitude are language, reasoning, and quantitative. Shows high correlation with achievement in academic work. Excellent estimate of how well a pupil should do within his grade and age limit. Published by Science Research Associates.

Grades K-12, time: approximately 30 min. Seventh and eighth grades have subtests in verbal meaning, aritnmetic reasoning, and number series. Ninth through 12th grades have subtests in verbal meaning, arithmetic reasoning, letter series, symbol manipulation. Published by Science Research Associates.

Grades K - 12. Time: approximately 1½ hours. Provides measures of general intelligence and of four specific factors of intelligence. The four abilities measured are: verbal meaning, number facility, reasoning, and spatial relations. Published by Science Research Assoc.

Grades 7-9, 9-12. Time: 38 minutes. An index of general mental ability, used to predict academic success. Four subtests: vocabulary, analogies, sequences, and memory. Scores can be combined to yield language and non-language mental ages and IQ's as well as mental age and IQ based on the total score. Published by CTB/McGraw-Hill.

Grades 7-8, 9-12. Time: 39-41 minutes. Has language and non-language sections. Four factors: logical reasoning, numerical reasoning, verbal concepts, and memory. Published by CTB/McGraw-Hill.

Grades 1-12. Time: 30 minutes. Yields standard IQ and percentile ranks, both verbal and nonverbal. Published by the American Guidance Service.

Multi-level edition. Grades 3-13. Time: verbal battery; 35 minutes, nonverbal battery, 27 minutes. Has five verbal subtests: vocabulary, verbal classification, sentence competition, arithmetic reasoning and verbal analogy. Nonverbal battery has: pictorial classification, pictorial analogy, and numerical relationships. Published by Houghton-Mifflin Company.

Grades 6-9, 9-12. Time: 30 minutes. Consists of 90 items arranged in order or increasing difficulty. Different types of items: vocabulary, sentence completion, opposites, general information, scrambled letters, scrambled words, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, figure analogies, and following direction--arranged in omnibus-cycle form. Published by Houghton-Mifflin Company.

Grades 7-9 (intermediate). Time: 40 minutes. The new edition of the Otis Quick-Scoring Mental Ability Tests, gives assessment of general mental ability or scholastic aptitude. Published by Harcourt, Brace & World.

Grades - junior and senior high school. Time: 85-90 minutes. Three kinds of aptitudes--intelligence, mechanical, and clerical--are included. Results may be used to classify interests of pupils. Published by Bobbs-Merrill.

Grades - junior and senior high school. Time: 30 minutes. Tests range of abilities needed for mechanical success. Published by Bobbs-Merrill.

Grades 7-13. Time: 2 hours 57 minutes for complete battery. Nine tests in primary aptitude areas are printed in four separate booklets grouped according to four factors: Verbal Comprehension (word meaning and paragraph meaning); Perceptual Speed (language usage and routine clerical facility); Numerical Reasoning (arithmetic reasoning and arithmetic computation); Spatial Visualization (applied science and mechanics; spatial relations--two dimensions, and spatial relations--three dimensions). A scholastic potential score is also given. Use to help individuals in their academic and vocational choices. Published by CTB/McGraw-Hill.

Grades: junior and senior high school boys and girls. Time: 20 minutes. A measure of the perceptual abilities necessary to match relative shapes and sizes. Correlates between scores and quality of work for various shop jobs. (An individual test). Published by the American Guidance Service.

Technical and Scholastic Tests - Grades 8-12. Time: 30 minutes.

Business English Test - Grades 8-12. Time: 30 minutes.

Spatial Visualization Test - Grades 8-12. Time: 20 minutes.

Grades 8-12. Time 28 minutes. Measure of aptitudes basic to successful performance in various types of clerical work: verbal skills, number skills, written directions, clerical speed, clerical accuracy, learning ability and general clerical ability. Published by Harcourt, Brace & World.

Ninth grade - High School. Time: 2¼ hours. Uses eight pencil-paper and four apparatus tests to measure nine distinct factors: general reasoning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Published by the U.S. Employment Service and administered by them.

Grades 7-10 (intermediate). Time: 40-50 minutes. Purpose achieved without forcing the examinee to answer questions that could be construed as an invasion of privacy. Two sections: Personal Adjustment: covers self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. Social Adjustment: covers social standards, social skills, freedom from antisocial tendencies, family relations, school

relations and community relations. Published by CTB/McGraw-Hill.

Grades 9-12, 30-40 minutes. Used to suggest vocational areas that appear to be promising in light of an individual's personal and social preferences as distinguished from his vocational preferences. Preferences are identified for the following types of social relationships: participation in group activities, familiar and stable situations, working with ideas, avoiding conflict, and directing and influencing others. Published by Science Research Associates.

Grades 9-12. Time: 20-30 minutes. Gives scores on six values: practical mindedness, achievement, variety, discisiveness, orderliness, goal orientation. Published by Science Research Associates.

Grades 7-12. Time: approximately 20 minutes. Designed to help predict which students are potential dropouts. Published by Houghton-Mifflin Company.

Grades 7-12. Time: 35-50 minutes. Yields the following scores: attitudes toward school, mechanics of study, planning and system, total score, verification score. Designed to reveal the essential nature of attitudes, habirs, and knowledge of study techniques which a student applies to his school work. Published by CTB/McGraw-Hill.

Grades: Junior and senior high levels. Time: brief. Measures attitudes in four areas: toward teachers, toward education, influences by peers or parents, and school behavior. Gives a total score with probabilities of dropping out of school. Published by the Western Psychological Service.

Grades 7-12. Time: approximately 40 minutes. Provides scores on fourteen independent factors, including general intelligence, emotional maturity, anxiety level, and others. Serves as an instrument for vocational and general guidance.

Grades: Junior high. Time: 30-50 minutes. Contains multiple-choice and completion items. Covers health practices, health attitudes and health knowledge. Published by CTB/McGraw-Hill.

Grades 7-adult. Time: 30-40 minutes. Consists of series of sketches of activities having occupational significance. Yields two groups of scores: fields of interest and supplemental scales (verbal, computational, and time perspective, i.e., willingness to engage in long-range planning.) Published by CTB/McGraw-Hill.

Grades 7-12. Time: 30-40 minutes. Measures individual's degree of preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Vocabulary at 6th grade level. Published by Science Research Associaties.

Grades 8-10. Time: approximately 3 hours. Gives picture of student's relative aptitude for various vocational subjects and instructional material--for increasing student's understanding of his vocational-choce-making process. Yields individual predictions of success in major vocational education curriculum areas. Measures general ability, specific aptitudes, and value orientation, and then estimates grades a student

would most probably receive in course work in each of seven to eight major vocation curriculum areas: general academic, general vocational, business, mechanics & mechanical maintenance, drafting and design, metal trades, home economics and health, construction trades, electronics and electrical trades, agriculture. Assists student in making the curriculum choices he is faced with at transition points in his vocational preparation. Published by Science Research Associates.

Grades 7-12. Time: 10-20 minutes. Gives scores on 15 scales: creativity, management, achievement, surrounds; supervisory relations, way of life, security, associates, esthetics, prestige; independence, variety, economic return, altruisms, intellectual stimulation. Published by Houghton-Mifflin.

Grades 7-adult. Time: 30-40 minutes. Identifies six major fields of interest (occupational) and 3 types of interest. Published by CTB/ McGraw-Hill.

Grades 8-12. Time: 20-25 minutes. Interest check list for use in high school by students who will not go to college. General interest areas and smaller interest clusters are identified by inspection. No norms are provided. Published by Harcourt, Brace & World.

Grades 8-12. Time: 60-90 minutes. The Student Information Questionnaire gathers background information about the student's occupational plans, school subject preferences, curriculum plans, post high school plans and vocational course interests. The Interest Inventory profiles a student's interests along 24 scales which represent the entire spectrum of occupations defined by the D.O.T. Published by Harcourt, Brace & World.

Guidance Curriculum Guide: Career Development, Intermediate Level, State of Hawaii, Department of Education, Office of Instructional Services, 142-145.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 60-64.

Grades 10 - 12

Grades 7-12, time: 1 hour. Examinations available in the following subjects: language arts, social studies, mathematics, science, bookkeeping. Published by American Guidance Service.

Grades 9-14, time: approximately 1 hour. Yields scores on 37 study skills. Published by Science Research Associates.

Grades 6-9 and 9-12. Time: 69- 42 minutes; 9-12 - 27 minutes. Subtests in scholastic aptitude are language, reasoning, and quantitative. Shows high correlation with achievement in academic work. Excellent estimate of how well a pupil should do within his grade and age limit. Published by Science Research Associates.

Grades K-12, time: approximately 30 min. Seventh and eighth grades have subtests in verbal meaning, arithmetic reasoning, and number series. Ninth through 12th grades have subtests in verbal meaning, arithmetic reasoning, letter series, symbol manipulation. Published by Science Research Assoc.

Grades K-12, time: approximately 1½ hours. Provides measures of general intelligence and of four specific factors of intelligence. The four abilities measured are: verbal meaning, number facility, reasoning, and spatial relations. Published by Science Research Assoc.

Grades 7-9, 9-12. Time: 38 minutes. An index of general mental ability, used to predict academic success. Four subtests: vocabulary, analogies, sequences, and memory. Scores can be combined to yield language and non-language mental ages and IQ's as well as mental age and IQ based on the total score. Published by CTB/McGraw-Hill.

Grades 7-8, 9-12. Time: 39-41 minutes. Has language and non-language sections. Four factors: logical reasoning, numerical reasoning, verbal concepts, and memory. Published by CTB/McGraw-Hill.

Grades 1-12. Time: 30 minutes. Yields standard IQ and percentile ranks, both verbal and nonverbal. Published by the American Guidance Service.

Multi-level edition. Grades 3-13. Time: verbal battery; 35 minutes, nonverbal battery, 27 minutes. Has five verbal subtests: vocabulary, verbal classification, sentence competition, arithmetic reasoning and verbal analogy. Nonverbal battery has: pictorial classification, pictorial analogy, and numerical relationships. Published by Houghton-Mifflin Company.

Grades 6-9, 9-12. Time: 30 minutes. Consists of 90 items arranged in order of increasing difficulty. Different types of items: vocabulary, sentence completion, opposites, general information, scrambled letters, scrambled words, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, figure analogies, and following direction--arranged in omnibus-cycle form. Published by Houghton-Mifflin Company.

Grades - junior and senior high school. Time: 85-90 minutes. Three kinds of aptitudes--intelligence, mechanical, and clerical--are included. Results may be used to classify interests of pupils. Published by Bobbs-Merrill.

Grades - junior and senior high school. Time: 30 minutes. Tests range of abilities needed for mechanical success. Published by Bobbs-Merrill.

Grades 7-13. Time: 2 hours 57 minutes for complete battery. Nine tests in primary aptitude areas are printed in four separate booklets grouped according to four factors: Verbal Comprehension (word meaning and paragraph meaning); Perceptual Speed (language usage and routine clerical facility); Numerical Reasoning (arithmetic reasoning and arithmetic computation); Spatial Visualization (applied science and mechanics; spatial relations--two dimensions, and spatial relations--three dimensions). A scholastic potential score is also given. Use to help individuals in their academic and vocational choices. Published by CTB/McGraw-Hill.

Grades: junior and senior high school boys and girls. Time: 20 minutes. A measure of the perceptual abilities necessary to match relative shapes and sizes. Correlates between scores and quality of work for various shop jobs. (An individual test). Published by the American Guidance Service.

Technical and Scholastic Tests - Grades 8-12. Time: 30 minutes.

Business English Test - Grades 8-12. Time: 30 minutes.

Spatial Visualization Test - Grades 8-12. Time: 20 minutes.

Tests are designed to assess potential for training and success in occupations within the trade, technical and business-secretarial fields. Published by Houghton-Mifflin Company.

Grades 8-12. Time: 28 minutes. Measure of aptitudes basic to successful performance in various types of clerical work: verbal skills, number skills, written directions, clerical speed, clerical accuracy, learning ability and general clerical ability. Published by Harcourt, Brace & World.

Grades 7-10 (intermediate). Time: 40-50 minutes. Purpose achieved without forcing the examinee to answer questions that could be construed as an invasion of privacy. Two sections: Personal Adjustment: covers self-reliance, sense of personal worth, sense of personal freedom, feelings of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. Social Adjustment: covers social standards, social skills, freedom from antisocial tendencies, family relations, school relations and community relations. Published by CTB/McGraw-Hill.

Grades 9-12, 30-40 minutes. Used to suggest vocational areas that appear to be promising in light of an individual's personal and social preferences as distinguished from his vocational preferences. Preferences are identified for the following types of social relationships: participation in group activities, familiar and stable situations, working with ideas, avoiding conflict, and directing and influencing others. Published by Science Research Associates.

Grades 9-12. Time: 20-30 minutes. Gives scores on six values: practical mindedness, achievement, variety, decisiveness, orderliness, goal orientation. Published by Science Research Associates.

Grades 7-12. Time: approximately 20 minutes. Designed to help predict which students are potential dropouts. Published by Houghton-Mifflin Company.

Grades 7-12. Time: 35-50 minutes. Yields the following scores: attitudes toward school, mechanics of study, planning and system, total score, verification score. Designed to reveal the essential nature of attitudes, habits, and knowledge of study techniques which a student applies to his school work. Published by CTB/McGraw-Hill.

Grades: junior and senior high levels. Time: brief. Measures attitudes in four areas: toward teachers, toward education, influences by peers or parents, and school behavior. Gives a total score with probabilities of dropping out of school. Published by the Western Psychological Service.

Grades 7-12. Time: approximately 40 minutes. Provides scores on fourteen independent factors, including general intelligence, emotional maturity, anxiety level, and others. Serves as an instrument for vocational and general guidance.

Grades (recommended for normal individuals 16 years and older. Would be interesting test if it could be adopted to lower level--i.e., junior high.) Time: 30 minutes. Measures 10 life boals: esteem, profit, fame, leadership, power, security, social service, interesting experiences, self-expression, and independence. Norms based on age. sex, occupation, familiar relationships, and projected academic studies. Published by the Western Psychological Service.

Grades 7-adult. Time: 30-40 minutes. Consists of series of sketches of activities having occupational significance. Yields two groups of scores: fields of interest and supplemental scales (verbal, computational, and time perspective, i.e., willingness to engage in long-range planning.) Published by CTB/McGraw-Hill.

Grades 7-12. Time: 30-40 minutes. Measures individual's degree of preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Vocabulary at 6th grade level. Published by Science Research Associates.

Grades 8-10. Time: approximately 3 hours. Gives picture of student's relative aptitude for various vocational subjects and instructional material--for increasing student's understanding of his vocational-choice-making process. Yields individual predictions of success in major vocational education curriculum areas. Measures general ability, specific aptitudes, and value orientation, and then estimates grades a student would most probably receive in course work in each of seven to eight major vocation curriculum areas: general academic, general vocational, business, mechanics & mechanical maintenance, drafting and design, metal trades, home economics and health, construction trades, electronics and electrical trades, agriculture. Assists student in making the curriculum choices he is faced with at transition points in his vocational preparation. Published by Science Research Associates.

Grades 7-12. Time: 10-20 minutes. Gives scores on 15 scales: creativity, management, achievement, surroundings; supervisory relations, way of life, security, associates, esthetics, prestige; independence, variety, economic return, altruisms, intellectual stimulation. Published by Houghton-Mifflin.

Grades 7-adult. Time: 30-40 minutes. Identifies six major fields of interest (occupational) and 3 types of interest. Published by CTB/McGraw-Hill.

Grades 8-12. Time: 20-25 minutes. Interest check list for use in high school by students who will not go to college. General interest areas and smaller interest clusters are identified by inspection. No norms are provided. Published by Harcourt, Brace & World.

Grades 8-12. Time: 60-90 minutes. The Student Information Questionnaire gathers background information about the student's occupational plans, school subject preferences, curriculum plans, post high school plans and vocational course interests. The Interest Inventory profiles a student's interests along 24 scales which represent the entire spectrum of occupations defined by the D.O.T. Published by Harcourt, Brace & World.

Not Graded

An individual may be qualified to perform in many different occupations, and any one occupation may accomodate a variety of individuals. Use job applications from many sources.

Educational Ability Subtest - IQ tests: includes verbal analogies, vocabulary, numerical reasoning, arithmetical reasoning.

Achievement Subtests - reading, language arts, arithmetic, modern, mathematics, social studies, science methodology.

Concept 10: Career choice affects leisure time activities and leisure time affects career choice.

Grades K - 3

World of Work Unit, Fire Department (Grade 2)

I Want to be a Fireman, Carla Greene, 1963, Children's Press.

The True Book of Policement and Firemen, Irene Miner, 1957, Children's Press.

About Firemen, Jane Hefflenger & Elaine Hoffman, 1957, Children's Press.

I Want to be a Fireman, Irma & George Wild, Children's Press.

About Our Friendly Helpers, Jane Hefflenger & Elaine Hoffman, 1957, Children's Press.

You Visit A Fire Station-Police Station, 1965, Benefic Press.

You and Others, Santels and Numson, 1966, Benefic Press.

Five Little Firemen, Margaret Wise Brown, 1966, The Golden Press.

The Great Big Fire Engine Book, Margaret Wise Brown, 1966, The Golden Press.

Fire Snorkel, Number 7, Jene Barr, 1965, Albert Whitman.

Investigating Man's World, J. Scott Foresman.

Our Working World, Lawrence Senesh, 1965, SRA.

The Story of Fire Fighting, Peter John Stephens, Harvey House.

Young Scientist and the Fire Department, George Barr, McGraw-Hill.

Your World-Let's Visit the Fire Station, Bill Pope & Ramona Emmons, Taylor Press.

Learning About our Neighbors, Wann & Sulry, Allyn & Bacon.

Mr. Charlie, The Fireman's Friend, Edith & Clement Hurd, Lippincott.

Fireman, Save My Cat, Tony Palazzo, Abelard Schuman.

Let's Play Fireman, Marie Windsor, Follett.

Bitsy, 1957, Harcourt Brace & Co.

The Big Book of Real Fire Engines, Elizabeth Cameron, Grosset & Dunlap.

Pumpers, Boilers, Hooks, and Ladders, Leonard Everett Fisher, Dial Press.

Blaze and the Forest Fire, C. W. Anderson, Macmillan Co.

Hercules, Hardie Gramarky, Putnam & Sons.

Our Town "We Went to See the Firemen," 1965, Silver Burdette.

Young Americans, "The Fire Station," 1965, American Book Co.

Young Americans, "Fire Truck Song," 1963, American Book Co.

The Firemen, 40 frames, McGraw-Hill.

The Firemen, 27 frames, Jam Handy.

Policement and Firemen, 30 frames, SVE.

Fire Prevention in the Home, Encyclopedia Britannica Film Inc.

Fire Department Workers, SVE.

Firemen, Tompkins Film.

Fire Engine, 16-33⅓ speed, RCA Victor (Bluebird WBY).

Little Firemen, Young People Records.

Time Out, Tom Whitman.

Fire Department Helpers, SVE Singer.

Set of thirty pictures, Ogden City Library.

Finger Playtime: The Fire Engine, T. S. Dennison & Co.

Ten Little Firemen, Let's do Playthings, Grayson Luce Inc.

Grades 4 - 6

What About Vocational Education? A guideline for career awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 51-52.

Grades 7 - 9

Career Exploration, State Department of Vocational and Technical Education State of Oklahoma, 1970, 24-25.

The World of Work - Orientation of Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 105-118.

Seventh Grade Occupational Guidance Program (Tentative), Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, Unit IV, 2-5.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 58-59; 75-76.

Grades 10 - 12

None.

Concept 11: An individual's attitudes, values, and life style affect career choice and success.

Grades K - 3

What About Vocational Education? A guideline for career awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 19-20.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, 8; 70; 85-90; 92-107.

World of Work - Elementary Multi-media Instructional Materials, Singer/ SVE - Society for Visual Education Inc., Chicago, Illinois, 2-3.

Grades 4 - 6

What About Vocational Education? A guideline for career awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 19-20; 40-43.

K-12 Guide for the Intergration of Career Development into Local Curriculum, Wisconsin Department of Public Education, 83-85; 117-121.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, 12; 185.

Career Development Guidelines Grades 4 - 6, Instructional Services Division, Unified School District Number 1, Racine, Wisconsin, 17-19; 28-29.

World of Work - Elementary Multi-media Instructional Materials, Singer/SVE - Society for Visual Education Inc., Chicago, Illinois, 2-3.

Grades 7 - 9

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, J55.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 78-82.

Seventh Grade Occupational Guidance Program (Tentative), Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, Unit III, 12-47; 68-74; Unit VII, 22-53; Unit VIII, 21-28.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 16-19; 29-30; 51-59.

Guidance Curriculum Guide: Career Development, Intermediate Level, State of Hawaii, Department of Education, Office of Instructional Services, 122-125.

Grades 10 - 12

Deciding: A Leader's Guide, College Entrance Examination Board, New York, 14-19.

Career Guidance Manual for Secondary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 48-51.

Not Graded

The World of Work - Educational Systems for Industry - 20 taped cassettes about work environment and on-the-job interpersonal relations, employee expectations, behavior that will help get promotion, etc.

Concept 12: Age, sex, ethnic group, or religion no longer limit career possibilities to the extent that they have in the past.

Grades K - 3

None.

Grades 4 - 6

None.

Grades 7 - 9

None.

Grades 10 - 12

None.

Concept 13: Women as well as men should prepare for a career.

Grades K - 3

None.

Grades 4 - 6

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 169-172; 207-210.

Grades 7 - 9

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 169-172; 207-210.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, J78 - J81.

Grades 10 - 12

Career Planning - Search for a Meaningful Future, Guidance Center, The College of Education, University of Toronto, 64-65.

Planning Ahead for the World of Work, The Center for Vocational and Technical Education. Ohio State University, Columbus, Ohio, 8-9; 19-30.

Not Graded

Help and information available from: Women's Community Service, Inc. Mrs. Benny Espenozo, Project Director, 135 So. State, Room 213, Salt Lake City, Utah 84111.

Careers for Women - kit containing 85 job-occupational briefs, 5 job family booklets, guidance series booklets, and guidance posters. Low-Average reading level, $32.50 by Science Research Associates.

"Coping With" book - Changing Roles of Men and Women, What it Means to Youth - American Guidance Service, Inc., $1.00.

Careers for Girls - Bureau of Audio-Visual Instruction, 17 min, 16 mm vocational exploration film designed to acquaint girls with the many jobs open to women today. Stresses importance of analyzing one's interests and abilities in relation to different occupations.

Concept 14: Jobs may be obtained in a variety of ways.

Grades K - 3

None.

Grades 4 - 6

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 211-234; 257-264.

A Career Guidance manual for Elementary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, Detroit, Michigan, 122-126; 132-134; 148-162.

Grades 7 - 9

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, J25; J42; J56-J57.

Eric (Educational Resources Information Center) Reports, Leasco Information Products, Inc., Bethesda, Maryland, 103-124; 153-154; 161-176.

The World of Work - Orientation of Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 151-158; 163-196.

Seventh Grade Occupational Guidance Program (Tentative), Utah State Board of Education, Office of Instructional Services, Salt Lake City, Utah, Unit I, 6-21; Unit VIII, 29-34.

Guidance Curriculum Guide: Career Development, Intermediate Level, State of Hawaii, Department of Education, Office of Instructional Services, 148-151.

Occupational Essentials - Skills & Attitudes for Employment, Johnson Press Inc., Vocational Education Division, Rockford, Illinois, 34-146.

Grades 10 - 12

Occupational Essentials - Skills & Attitudes for Employment, Johnson Press Inc., Vocational Education Division, Rockford, Illinois, 34-146.

Career Guidance Manual for Secondary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 54-66.

Not Graded

How to Get a Job, by Elma Stone, 70 pages - contains worksheets, questionnaires, information, suggestions. Information as: Finding a Job opening, application, interview, follow-up, how to pass a test, write a resume, etc. Average reading level, published by Bruce Publishing Co.

Utah Inventory of Unfilled Job Openings - weekly statewide list of unfilled job openings in Utah. Available free from Utah Department of Employment Security.

Utah's Junior High Guidance Curriculum - Student-Centered Occupational Preparation and Exploration (SLOPE) lesson 5, unit 7, p. 168. Job Application and Interview.

Excellent article in: Readers' Digest, October, 1971. Pages 197-202. (Interview ideas)

Getting a Job, Encyclopedia Britannica Films. 16 mm, sound, b/w, 16 min.

Your Job Series - Coronet Films. Six films that acquaint potential job seekers with the way to get the right job and keep it.

Getting and Keeping Your First Job - Guidance Associates. $35.00 This two-part sound filmstrip provides suggestions for successfully making the transition from school to the world of work.

Can I Get a Job? Let's Find Out - General Motors Corporation, Free. Comic book approach

Job Finding (Sets I and II) - Popular Science Audio-visuals, Inc.

Job Guide for Young Workers - U.S. Government Printing Office, 1969-70, $1.50. Presents highlights on entry jobs or fields or work frequently held by young people leaving high school. Includes tips on how to get a job.

The Job Ahead, by New Rochester Occupational Reading Series, 1963, Syracuse University Press. Volume 3, Reorder No. 5-1931 (See Appendix A)

"Be Seated With Confidence." Available from Employment Security Offices.

Utah Job Guide, published October 1, 1968, entitled Finding Your Job By an Interview. Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah 84111.

Teenage Manual - Chapter 5. Edith Heal, Simon and Schuster.

High School Days - Detjen and Detjen, McGraw-Hill, New York, New York.

Resource People: Employment Office - Role-playing hippy and straight guys.

Brewer, J. M. and Landy, Edward, Occupations Today. Boston: Gin and Co., 1956. Chapter XVIII

Mahoney, H. J., and Engle, T. L., Points for Decision. New York: Harcourt, Brace & World. Rev. Ed. 1961, Chapter 12.

Peterson, Eleanor, Successful Living - Boston: Allyn and Bacon, 1959 Chapter 27.

Worthy, J. C., What Employers Want - Chicago: Science Research Associates, 1950.

Dreese, Mitchell, How To Get the Job - Science Research Associates, Inc., Chicago, Illinois, 1960.

Concept 15: Most jobs are competitive.

Grades K - 3

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, Detroit, Michigan, 44; 75.

Grades 4 - 6

A Career Guidance Manual for Elementary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit Public Schools, Detroit, Michigan, 109; 127-131; 140-145.

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 253-256; 281-288.

What About Vocational Education? A guideline for career awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 45-46.

Grades 7 - 9

The World of Work - Orientation and Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South CArolina, 197-212.

Guidance Curriculum Guide: Career Development, Intermediate Level, State of Hawaii, Department of Education, Office of Instructional Services, 136-139.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 2-4, 21-22.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 12-15.

Occupational Essentials - Skills & Attitudes for Employment, Johnson Press Inc., Vocational Education Division, Rockford, Illinois, 147-170.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, J91.

Grades 10 - 12

Occupational Essentials - Skills & Attitudes for Employment, Johnson Press Inc., Vocational Education Division, Rockford, Illinois, 147-170.

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, H28.

Career Guidance Manual for Secondary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 67-72.

Not Graded

The World of Work - Educational Systems for Industry. 20 taped cassettes about work environment and on-the-job interpersonal relations, employee expectations, behavior that will help get promotions, etc.

Concept 16: Technological and sociological changes affecting supply and demand of jobs and workers may necessitate retraining.

Grades K - 3

What About Vocational Education? A guideline for career awareness, Washington State Coordinating Council for Occupational Education, Olympia, Washington, 35.

Grades 4 - 6

What About Vocational Education? A guideline for career awareness. Washington State Coordinating Council for Occupational Education, Olympia, Washington, 39; 46-49.

Career Development Guidelines, Grades 4-6, Instructional Services Division, Unified School District Number 1, Racine, Wisconsin, 20-21; 37-38.

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 81-108; 117-124; 177-190; 265-268.

Grades 7 - 9

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 81-108; 117-124; 177-190; 265-268.

The World of Work - Orientation & Guidance, Teacher's Guide, State Department of Education, Office of Vocational Education, Columbia, South Carolina, 81-104.

Guidance Curriculum Guide: Career Development, Intermediate Level, State of Hawaii, Department of Education, Office of Instructional Services, 152-164.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 24-27; 30-38; 73; 81-84.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970, 47-55; 72-77; 92-93.

Eric (Educational Resources Information Center) Reports, Leasco Information Products, Inc., Bethesda, Maryland, 6-15; 17-18; 29-37; (#ED025652), 41-50; 157-158; (#ED024965).

Grades 10 - 12

Guideline of Career Development Activities - A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work, State Board for Vocational Education, Bismarck, North Dakota, H20, H36.

Career Planning - Search for a Meaningful Future, Guidance Center, The College of Education, University of Toronto, 101-103.

Planning Ahead for the World of Work, The Center for Vocational and TEchnical Education, Ohio State University, Columbus, Ohio, 13.

Not Graded

Introduction to Vocations - Teacher's Guide, 124 pages. Topical outline with suggestions fro teaching learning activities. Part relates self and economic system to occupations.

Preparing for the Jobs of the 70's - Guidance Associates - $35.00. Two part sound filmstrip shows how new trends will affect tomorrow's job market. New jobs are described by enthusiastic young people. Also covers new opportunities in existing fields.

Concept 17: Decision making skills are essential for realistic career choices.

Grades K - 3

None.

Grades 4 - 6

World of Work Unit, Mechanics (Grade 4)

Career Development Guidelines - Grades 4-6, Instructionsl Services Division, Unified School District Number 1, Racine, Wisconsin, 34-36.

Manpower & Economic Education - Opportunities in American Economic Life, Joint Council of Economic Education, New York, New York, also Teacher's Manual, 297-304; 309-312.

Grades 7 - 9

Manpower & Economic Education - Opportunities in American Economic Life. Joint Council of Economic Education, New York, New York, also Teacher's Manual, 297-304; 309-312.

The World of Work - Orientation and Guidance, Teacher's Guide, State Department of Education. Office of Vocational Education, Columbia, South CArolina, 41-50.

Career Development Guidelines, Division of Instructional Services, Unified School District No. 1 of Racine County, Racine, Wisconsin, 70-72.

Career Exploration, State Department of Vocational and Technical Education, State of Oklahoma, 1970. 122-153.

Eric (Educational Resources Information Center) Reports, Leasco Information Products, Inc., Bethesda, Maryland, 26-28 (#ED025652); 76-89, (#ED024965).

All About You, pp. 10, 11, 35 by William C. Menninger, Junior Guidance Services, SRA, 1955.

Keep to Vocational Decision, by Walter M. Lifton, 1964, Science Research Association.

Life Career Game, Department of Education, San Diego, California.

You: Today and Tomorrow, by Martin R. Katz. Educational Testing Service, Chapter VIII, deals with making choices and gives five cases to consider.

It's Your Move: Decisions for Discussion - Coronet Film.

Making Decisions - Popular Science.

Vocational Decisions - Society for Visual Education, Inc. Captioned filmstrip on vocational decisions.

Learning to Make Decisions - Singer Education and Training Products. Society for Visual Education (SVE), sound filmstrip, 49 frames, 10 min.

Deciding: A Leader's Guide ($2.00) and Deciding (Paperbound - $2.50). Published by College Entrance Examination Board. Recommended.

Utah's Junior High Career Guidance Curriculum - Student-Centered Occupational Preparation and Exploration (SCOPE) Unit 3, Lesson 4 - Decisions, pp. 46-50.

Planning for Your Future by J. Van Mills, 48 pp. Includes: Planning Your Future, Know Yourself, What Can You Do Well, Selecting Your Goals, Testing, Choice of Goals, Education and Your Future, Choosing Your Occupation, Summary. Average reading level. Published by Educational Services $.55 each.

Filmstrips (2) and cassettes, Liking Your Job and Your Life, Published by Guidance Associates. $39.00.

Filmstrip and cassette, Seeing the Whole Picture, by Eyegate House. $11.50.

Choosing Your Occupation - Coronet Films. Self appraisal, occupational possibilities, preparation requirements and guidance services are covered.

Who Are You? What Do You Want to Be? (From Foundations for Occupational Planning) Society for Visual Education.

Who Do I Want to Be? Popular Science

Finding Your Orbit 8005 - by Haldman, Hoffman, Moore and Thomas Chronicle Guidance Publications, Inc., 1966, $1.00 Helps students (6-8) analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities.

Focus (Discovery Through Guidance) - by Charlotte Marie Bruck, The Brue Publishing Company. A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus.

Career Development Service - Palmer Publications, 1970. Includes check lists, inventories, etc.

Charting Your Job Future - by Lambert L. Gilles, Science Research Associates, $1.95. Provides self-administered inventories to help students assess their interests, abilities, and personalities and relate them to careers.

The Big Question, Choosing Your Career - Association Films, Inc. 16 mm, sound, b/2, 30 min.

Choosing Your Occupation - Coronet

Finding Your Orbit - by Haldeman, Joffman, Moore, and Thomas Chronicle Guidance Publications. Workbook helps students analyze their abilities, interests, aptitudes and use these insights to investigate appropriate educational and occupational opportunities.

Your Job and Your Future - McGraw-Hill

How to Investigate Vocations - Coronet Films. 11 min., 16 mm. film shows a high school boy taking "tests," reading about vocations, talking to people in various occupations, and getting summer job experience to determine interests, traits, and aptitudes.

Listen, Lister - Ford Motor Company, 1968, Free Rental. 25 min., 15 mm sound color film on various pathways leading to career fulfillment.

My Life to Lead - Coronet Films.

Planning Your Career - Encyclopedia Britannica

Career Planning and Vocational Guidance (Set) - Popular Science Audio-Visuals, Inc. Captioned filmstrips on vocational guidance and career planning.

Your Job: Finding the Right One - Coronet Films

Exploring the World of Work - Wisconsin State Employment Service, Free. Discusses thinking about work roles and choosing the right work role.

Aptitudes and Occupations - Coronet Films, B/W - $97.50; Color - $195.00. 1½ reels, 16 mm. Students and counselor examine scholastic achievement aptitude and interests. Tests used to guide students toward the selection of a satisfying occupation.

Facing Facts About Planning - Prudential Insurance Company

Finding Your Life Work - Bureau of Audio-Visual Instruction, 20 min. film shows how health, character, general education, citizenship, interests, abilities, ambition, willingness to work, knowledge of self and special training are all important in choosing your life work.

Planning My Future - by American Guidance Service, Inc., 1962, $.90 One of a series of graded guidance texts. Flip charts to stimulate a discussion are also available.

Planning My Future - by Wendell P. Hill, Science Research Associates, Inc., $.90. Contains self-administered tests and inventories to guide student in making preliminary vocational and educational decisions.

Your Career - Warp Publishing Company. A workbook in which to record personal data, scholastic records, abilities and aptitudes, interests, personality traits, post-high school plans and aspirations, requirements for vocational fields under consideration and a budget for post-high education.

Filmstrip and record, Society for Visual Education #C788-3, Counseling in Vocational Decision. This filmstrip discusses the family as a social institution, its interdependence and its tensions in a changing situation. The film then gives examples of family role and problems in vocational decision.

Test, Work Values Inventory. For further information refer to "Tests Appropriate for Junior High," in Appendix A - Resources: Materials and Ideas.

Filmstrips (2) and cassettes, Choosing Your Career. Published by Guidance Associates. $39.00.

Student Centered Occupational Preparation and Exploration (SCOPE) Junior High School (7-9) Career Guidance Curriculum, by Keith Warnick, Kolene Granger, Robert Secretan.

Student Centered Occupational Preparation and Exploration (SCOPE) Junior High School (7-9) Career Guidance Curriculum, by Keith Warnick, Kilene Granger, Robert Secretan.

State Guide - A Model for Career Education.

Grades 10 - 12

Career Guidance Manual for Secondary Teachers, Developmental Career Guidance Project, Wayne State University, Detroit, Michigan, 72-73.

Deciding (also) Deciding: A Leader's Guide, College Entrance Examination Board, New York, 11-37.

Career Planning - Search for a Meaningful Future, Guidance Center, The College of Education, University of Toronto, 40-63.

LIST OF SOURCES OF OCCUPATIONAL INFORMATION AND MATERIALS

Abelard Schuman Ltd.
6 N. 57th Street
New York, New York 10019

Abingdon Press
201 Eighth Avenue, S.
Nashville, Tenn. 37202

Accounting Career Council
Distribution Center
College of Business Admin.
Notre Dame, Indiana 46556

A.H. Pembroke Co.
33e South 3rd East
Salt Lake City, Utah 84111

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02110

American Academy of Pediatrics
P.O. Box 1034
Evanston, Ill. 60204

American Personnel and Guidance Association
Publication Sales
1607 New Hampshire Aven. N.W.
Washington, D.C. 20009

AFL-CIO Film Division
815 16th Street, N.W.
Washington, D.C. 20006

Arco Publishing Company, Inc.
219 Park Avenue South
New York, N.Y. 10003

American Association for Health,
Physical Education and Rec.
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Assoc. of University Women
Educational Center
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

American Book Company
55th Fifth Avenue
New York, New York 10003

American Guidance Service
Publishers Building
Circle Pines, Minn. 55014

American Hospital Association
Film Library
840 North Lake Shore Drive
Chicago, Ill. 60611

American Institute of Biological
Sciences, Inc.
3900 Wisconsin
Washington, D.C. 20016

American Music Conf.
332 S. Michigan Avenue
Chicago, Ill. 60604

American Trucking Association
1616 P. Street, N.W.
Washington, D.C. 20036

Argus Films
Distributors-Churchill-Wexler
Film Prod.
801 North Seward Street
Los Angeles, Cal. 90000

Association Films, Inc.
600 Madison Avenue
New York, New York 10022

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providence, R.I. 02914

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, Cal. 90028

Benefic Press
10300 W. Roosevelt Road
Westchester, Ill. 60153

B.F.A. Education Media
2211 Michigan Avenue
Santa Monica, Cal. 90404

B'nai B'rith Vocational Services
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, Ind. 46206

Bowmar Publishing Corp.
622 Rodier Drive
Glendale, Cal. 91201

Bruce Publishing Co.
New York, New York

Bureau of Audio Visual Instruction
1327 University Ave.
P.O. Box 2093
Madison, Wis. 53701

Career Information Service
Southeastern Reg. Voc.-Tech. School
250 Foundry Street
South Easton, Mass. 02375

Career Planning Center
Placement Services
3200 Student Activities Bld.
University of Michigan
Ann Arbor, Mich. 48104

Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Carlton Films
2870 Bartells Drive
Beloit, Wis. 53511

Centron Corporation
Dis-Young American Films
18 East 41 Street
New York, New York 1000

The Challenge Reader Series
McCormick-Mathers
300 Pike Street
Cincinnati, Ohio 45202

Children's Press
1224 West Van Buren Street
Chicago, Ill. 60607

Children's Record Guild
(Young People's Records)
100 Sixth Avenue
New York, New York 10013

Chronical Guidance Publishing Inc.
Moravia, New York 13118

Continental Publ. Co.
1261 Broadway
New York, New York 10001

Coronet Films
65 E. South Water Street
Chicago, Ill. 60601

Charles E. Merrill Publ. Co.
Columbus, Ohio

Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, Pan. 19102

Coward McCann, Inc.
200 Madison Avenue
New York, New York 10016

Crowell, Thomas Y. Co.
201 Park Avenue, S.
New York, New York 10003

David C. Cook Publ. Co.
850 N. Grove Ave.
Elgin, Ill. 60120

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

David McKay Co., Inc.
750 Third Avenue
New York, New York 10016

Denoyer-Geppert, Times Mirror
5235 Ravenswood Avenue
Chicago, Ill. 60640

Day, John Co., Inc.
200 Madison Avenue
New York, New York 10016

Detroit Visual Ed. Consultants
Detroit, Mich. 48200

Division of Health Film Library
P.O. Box 309
Madison, Wis. 53701

Dodd, Mead & Co.
79 Madison Avenue
New York, New York 10016

Doubleday and Co.
School and Library Division
Garden City, New York 11530

Dutton, E.P. and Co.
201 Park Avenue, South
New York, New York 10003

DuKane Special Products Division
St. Charles, Illinois 60174

Eastman Kodak Co.
Information Films
343 State Street
Rochester, New York 14659

Edu-Craft, Inc.
6475 Dubois
Detroit, Michigan 48200

Educational Affairs Department
Ford Motor Co.
Dearborn, Michigan 48120

Educational Dimensions
Box 146
Great Neck, New York 11023

Educational Film Library
Association, Inc.
250 West 57 Street
New York, New York 10019

Educational Enrichment
Materials, Inc.
83 East Ave.
Norwalk, Conn. 06851

Educational Horizons Press
Box 751
Melville, New York 11746

Educational Progress Corp.
8538 East 41st Street
Tulsa, Oklahoma 74415

Educators Progress Service, Inc.
Randolph, Wisconsin 53956

Educational Reading Service
320 Route 17
Mahwah, New Jersey 07430

Educational Resources, Inc.
P.O. Box 353, Old Chelsea Station
New York, New York 10011

Educational Record Sales
157 Chambers Street
New York, New York 10007

The K.D.I. Corporation
Educational Systems for Industry
4933 Auburn Ave.
Bethesda, Maryland 20014

Encyclopedia Britannica Ed. Corp.
425 N. Michigan Avenue
Chicago, Ill. 60611

Eyegate House, Inc.
146-01 Archer Ave.
Jamaica, New York 11435

Engineering Foundation
Taylor Hall, 159
University of Texas
Austin, Texas 78700

Farm Film Foundation
1425 M. Street, N.W.
Washington, D.C. 20005

Ferguson, J.C. Publ. Co.
Six N. Michigan Avenue
Chicago, Ill. 60602

Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, Cal. 90025

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Firestone Tire and Rubber Co.
1200 Firestone Parkway
Akron, Ohio

Follett Publishing Co.
1000 N. Washington Blvd.
Chicago, Ill. 60607

Ford Motor Co.
Service Training Department
Central Office Building
The American Road
Dearborn, Mich. 48121

Frith Films
1816 North Highland Avenue
Hollywood, Cal.

Garden City Books (Doubleday)
Garden City, New York 11530

General Electric
Educational Relations Service
1 River Road
Schenectady, New York 12300

General Motors, Corp.
Public Relations Staff
Detroit, Michigan 48202

George A. Pflaum Publ.
38 W. Fifth St.
Dayton, Ohio 45402

Girl Scouts, Inc.
Visual Aids Services
155 East 44 Street
New York, New York 10000

Goodrich, B.F. Co.
Akron, Ohio

Gordon Flesch Co.
225 Beltline Highway, N.
Madison, Wis. 53713

Grosset & Dunlop Publ. Co.
51 Madison Avenue
New York, New York 10010

Guidance Associates
Pleasantville, New York 10570

Halcwyn Films
106 John Street
Toronto, Canada

Harcourt, Brace & World, Inc.
757 Third Avenue
New York, New York 10017

Harper and Row, Publ.
2500 Crawford Avenue
Evanston, Ill. 60201

Harper and Row, Pub.
Keystone Industrial Park
Scranton, Pa. 18512

Hawthorne Books, Inc.
70 Fifth Ave.
New York, New York 10011

Health Careers Program
P.O. Box 289
Madison, Wis. 53701

Henk Newenhouse, Inc.
1825 Willow Road
Northbrook, Ill. 60093

Holt, Rinehart & Winston
383 Madison Avenue
New York, New York 10017

Human Resource Consultants
1950 Allison Park Drive
Richland Center, Wis. 53581

Houghton-Mifflin Co.
2 Park Street
Boston, Mass. 02107

Imperial International Learning
P.O. Box 548
Kankakee, Ill. 60901

Indiana Employment Security Div.
Indiana State Employment Service
10 North Senate Avenue
Indianapolis, Ind. 46204

Indiana University
Audio Visual Center
Bloomington, Indiana 47401

Institute for Research
537 S. Dearborn Street
Chicago, Ill. 60600

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Instruction Media Company
P.O. Box 185
Green Lake, Wis. 54941

International Communications
Div. of Doubleday
Santa Ana, Cal. 92705

IPD Publishing Co., Inc.
461 Park Avenue So.
New York, New York 10016

Jam Handy, Inc.
2861 East Grand Blvd.
Detroit, Mich. 48211

J.C. Penny Co.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Julian Messner
One West 39th Street
New York, New York 10018

John Colburn Assoc., Inc.
265 Alice Street
Wheeling, Ill. 60090

Johnson Press, Inc.
Voc. Ed. Division
P.O. Box 4156
1800 Broadway
Rockford, Ill.

J. Weston Walch, Publ.
Box 658
Portland, Miane 04104

Jon Kennedy Cartoons
Box 1488
Little Rock, Arkansas 72203

Knopf, Alfred, A., Inc.
33 W. 60th Street
New York, New York 10023

Lawren Productions, Inc.
P.O. Box 1542
Burlingame, Cal. 94010

Learning Arts
P.O. Box 917
Wichita, Kansas

Lippincott, J.B. Co.
E. Washington Square
Philadelphia, Pa. 19105

Lothrop Publ. Co.
105 Madison Avenue
New York, New York 10006

Louis DeRochemont Assoc., Inc.
18 E. 48th Street
New York, New York 10017

Lyons and Carnahan
Ed. Div. - Meredith Corporation
407 E. 25 Street
Chicago, Ill. 60610

National Vocational Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Minnesota Guidance Pupil Personnel Service
Minnesota State Dept. of Education
Centennial Office Building
658 Cedar St.
St. Paul, Minnesota 55101

NEWIST
P.O. Box 7711
Green Bay, Wis. 54303

New York Life Insurance Co.
Career Information Service
Box 51
Madison Square Station
New York, New York 10010

New York State Department of Labor
370 7th Ave.
New York, New York

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Dept. of Labor
Washington, D.C. 20212

Ohio State Bureau of Employment Services
145 South Front Street
Columbus, Ohio 43215

Owen, F.A. Publ. Co.
Dansville, New York 14437

Pat Dowling Pictures
1056 South Robertson Blvd.
Los Angeles, Cal. 90000

Palmer Publications
25 W. 45 Street
New York, New York 10036

Personnel Services
P.O. Box 306
Jaffrey, New Hampshire 03452

Phoebe James Thythm Records
Box 904
Mentone, Cal. 92359

Popular Science Audio Visuals
5235 Ravenswood Avenue
Chicago, Ill. 60640

Prudential Insurance Co.
Prudential Plaza
Newark, New Jersey 07101

Psychological Corporation
304 E. 45th Street
New York, New York 10017

Public Affairs Pamphlets
381 Park Ave. S.
New York, New York 10016

Putnam's, G.P. Sons
200 Madison Avenue
New York, New York 10016

Radio House
University of Texas Press
Box 7819
University Station
Austin, Texas 78712

R.A. Stone Products
18279 Livernois
Detroit, Mich. 48221

Ramdom House School & Library
Service
201 East 50th Street
New York, New York 10022

Regents Publishing Company
Div. of Simon & Schuster, Inc.
200 Park Ave. So.
New York, New York 10003

Reynolds Metal Co.
Richmond 18, Virginia

Richtext Press
1224 West Van Buren Street
Chicago, Ill. 60607

R.L. Polk & Company
130 4th Ave. N.
Nashville, Tenn. 37219

R.O.A.'s Films
1696 North Astor Street
Milwaukee, Wis. 53202

Rosen, Richard Press, Inc.
29 East 21st Street
New York, New York 10010

St. Paul Public Library
90 West Fourth Street
St. Paul, Minn. 55102

San Diego County
Department of Education
Audio Visual Service
San Diego, Cal.

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Scribner's, Charles Sons
597 Fifth Avenue
New York, New York 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, Ill. 60076

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wis. 53210

Silver Burdett Company
Park Ave. & Columbia Road
Morristown, New Jersey 07960

Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

S.L. Film Productions
5126 Hartwick Street
Los Angeles, Cal. 90041

Soc. for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Austin, Texas 78700

Success Motivation Institute
P.O. Box 7614
Waco, Texas

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

United Airlines
Director of Personnel
Executive Offices
P.O. Box 66100
Chicago, Ill. 60666

United World Films, Inc.
221 Park Avenue South
New York, New York 10003

University of Minnesota
Dept. of Audio Visual Extension
2037 University Ave., S.E.
Minneapolis, Minn. 55455

University of Wisconsin - La Crosse
Film Library, A-V Center
La Crosse, Wis. 54601

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, Texas 78148

U.S. Army
Army Opportunities
Hampton, Virginia 23669

U.S. Dept. of Agriculture
Washington, D.C. 20250

U.S. Government Film Service
U.S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

U.S. Department of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, Missouri 64106

Utah Department of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Utah Department of Employment
Security
174 Social Hall Avenue
Salt Lake City, Utah 84111

U.S. Govt. Printing Office
Supt. of Documents
Washington, D.C. 20402

Valient, Inc.
237 Washington Avenue
Hackensack, New Jersey 07602

Viking Press, Inc.
625 Madison Ave.
New York, New York 10022

Visual Ed. Consultants
2066 Helena Street
Madison, Wis. 53701

Vocational Films
111 Euclid Avenue
Park Ridge, Ill. 60068

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, New York 10003

Wallace Puppet Films
Dist.-Athena Films
165 West 46th St.
New York, New York

Watts, Franklin
575 Lexington Ave.
New York, New York 10022

Webster Division
McGraw-Hill
Manchester Road
Manchester, Mo. 63011

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, Calif. 90025

Whitman, Albert & Co.
560 W. Lake St.
Chicago, Ill. 60606

Wisconsin Board of Vocational-
Technical & Adult Education
137 E. Wilson Street
Madison, Wis. 53702

Wisconsin Dells Chamber of Commerce
Wisconsin Dells, Wis. 53965

Wis. Dept. of Public Instruction
126 Langdon Street
Madison, Wis. 53702

Wis. State Employment Service
Occupational Analysis Field Center
310 Price Place
Madison, Wis. 53705

Wisconsin Telephone Company
722 N. Broadway
Milwaukee, Wis. 53202

World Book Encyclopedia
Merchandise Mart Plaza
Chicago, Illinois

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

Young America Filmstrips
c/o McGraw-Hill Book Co.
330 West 42nd Street
New York, New York 10036

Young People's Records
Children's Record Guild
100 6th Avenue
New York, New York

EQUIPMENT AND FURNISHINGS LIST

ITEM	USES	SOURCE	COST (Approximate)
Filmstrip Projector	Viewing filmstrips on a large group or class basis.	Bell & Howell (many others)	$100.00
Filmstrip Viewer	Viewing filmstrips on individual or small group basis.		$ 30.00
Microfilm Reader	Used with VIEW project microfilm key sort deck.	Du Kane (others)	$210.00
Overhead Projector	Used by teacher with prepared or teacher made transparencies.	1) Appollo 2) 3M	$169.00
16mm Movie Projector	Viewing rental or free occupational films.	1) Bell & Howell 2) Kodak 3) Others	$700.00 - $900.00
Cassette Tape Recorder	1) Used by teacher to interview those in different occupations. 2) Used by students to interview employees and employers. 3) Some cassette programs are available in occupational areas.	1) Panosonic 2) Sony 3) Craig 4) Others	$ 40.00 - $ 75.00
Reel-Reel Tape Recorder	Same as above	1) Sony 2) ATC 3) Others	$ 90.00
Super 8mm Film Loop Projector	Several companies have programs in occupational areas.	1) Technicolor 2) Others	$100.00
Super 8mm Camera	1) Teacher made films on occupations and operation of equipment, etc. 2) Student made films on hobbies, occupations, etc.	Many kinds	$150.00 - $200.00

EQUIPMENT AND FURNISHINGS LIST
(continued)

ITEM	USES	SOURCE	COST (Approximate)
Super 8mm Film Projector	Small group or individual use of the above.	Many kinds	$150.00 - $200.00
Video-tape Recorder Camera and Monitor	Same use as 8mm camera and projector only not in colors, but has sound.	Many kinds	$1200.00 to $2000.00
35mm Slide Camera	Use to make slides of hobbies, occupations, etc.	Many kinds	$ 50.00 - $150.00
Slide Projector	Viewing Slides	1) Kodak 2) Others	$125.00
Record Player	1) Many programs are available on records.	Many kinds	$ 90.00 - $150.00
Listening Stations and Ear Phones	1) For individual or small groups (up to 8). Listening to records or tapes without disturbing others. Individual volume control.	Pixmobile	
Tables (octogonal shaped)	1) Regular classroom work.	Adirondack	$ 40.00
Chairs (Black, Orange, Green, Blue, White, Yellow)	1) Regular classroom work.	Adirondack	$ 6.60
Study Carrels	1) Individual study work.	1) Adirondack 2) Could be made in a local shop or Technical School 3) Others	$245.00 ($85.00 each)

EQUIPMENT AND FURNISHINGS LIST
(continued)

ITEM	USES	SOURCE	COST (Approximate)
File Cabinets (2 & 4 drawer) Could be painted bright colors or covered with contact paper.	1) Filing various materials, assignments, etc.	Many sources	2 drawer $28.00 4 drawer $35.00
Unit Shelves	1) Storage of various unit material.	Many sources	$ 35.00
Booklet Rack	1) Display of many kinds of occupational booklets and pamphlets.	Many sources	$ 15.00
Carpet	1) Especially on the occupational lab floor to cut down noise.	Many sources	Varies
Carpeted Bulletin Boards (indoor - outdoor)	1) Attractive Displays	Many sources	Varies
Poster Material -Scissors -Rulers -Pens -Stencils	1) Student and teacher use in making poster bulletin boards, etc.	Regular school supplies	Varies
Sound-on-Slide Projector	Same as Super 8mm Camera only using slides.	3M	$699.00 Cost per tray = $ 46.50
TM Desk Drawer Microform (Projector Model 300)	1) Use with Chronicle Microfiles 2) Adapts to filmstrips & slides.	Chronicle	$ 59.50